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The Graduate School of Geography

of Clark University 1920-1945

A Report Prepared by
WALLACE W. ATWOOD, B.Sc., Ph.D., D.Sc.
President of Clark University and
Director, Clark Graduate School of Geography

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HENRY J. WARMAN, PH.D., *Assistant Professor of Geography and Meteorology.*

GUY H. BURNHAM, A.M., *Cartographer and Curator of Maps.*

HELEN H. BALK, PH.D., *Assistant in Map Interpretation.*

JOHN G. CURTIS, *Research Associate.*

MARION WRIGHT, *Research Assistant.*

AGRIPPINA A. MACEWICZ, *Research Assistant.*

Regional courses are given by various members of the staff.

*Absent on leave.

THE GRADUATE SCHOOL OF GEOGRAPHY

During my administration the outstanding educational service which has been added to the work of this University has been in the field of graduate studies in geography. I have been intimately associated with this work in classroom, field, and administration. We have established certain traditions, received gifts and memorial funds, organized the alumni, placed between 250 and 300 of our graduates in the profession, published twenty volumes of a quarterly journal which is read by many in this country and in foreign lands, produced jointly a large number of volumes and magazine articles dealing with different phases of geography. Many have helped in this enterprise and I have been anxious that the story of its beginning be told accurately somewhere.

The Establishment of the School

The Board of Trustees was forward-looking and adventurous when they established the Graduate School of Geography at Clark. In the year 1920 comparatively few in the academic profession in this country believed that there was any need for more than an elementary knowledge of geography. In Europe the situation was very different. Geography had been developed with strength throughout their school systems. Several western European nations had offered advanced studies in this field for many years. They financed elaborate investigations and cartographic work, bearing upon the geography of their home countries and of other parts of the world in which they were interested. The best maps produced anywhere in the world were coming from the workshops of western Europe. In the institutions of higher learning and in certain of the government agencies, where a knowledge of geogaphy was recognized to be of critical importance in international affairs, intensive and extensive studies in geography were being supported.

In the United States the study of geography was discontinued by most students at the close of the sixth or seventh grade. Our nation had in the past been guilty of neglecting thorough studies in the physical, social and economic environments of peoples in different parts of the world. Many members of the academic profession in the United States in 1920 sneered at any suggestion that geography should be studied in college and thought that the idea of graduate work in the field of geography was ridiculous. Even professors of history, economics, and international relations, fields of study in which a thorough knowledge of geography is of fundamental importance, could not see any justification for this new adventure at Clark. For most of them geography began and ended with the bounding of states and the naming of capitals. They were not beyond the stage of sailor geography with an interest solely in the location of places. Among some members of our home faculty, of that day, this feeling was so strong that distinct efforts were made to discourage the President and to prevent Clark students from taking courses in geography. For at least ten years while the school was growing rapidly and receiving high standing graduate students from many of the leading colleges of this country and many from foreign lands very few Clark undergraduates elected any work in the new division.

FIELD STUDIES

In establishing the School of Geography plans were made to provide opportunities for the staff members to travel and carry on field studies in different parts of the world. It is essential that we have in America more men who have a first-hand, intimate knowledge of the geographic conditions in the various parts of the world. Geographers, as well as geologists, must be field workers, otherwise they will be second-hand dealers retailing the work of others with little or no inspirational power in training students. Nowhere in America had geographers been given adequate opportunity to do field work. They had not become laboratory students in the science. They were arm-chair specialists, entirely dependent upon the writings of others in antiquated literature, encyclopaedias, compendia, gazetteers, books, or magazine articles. When they found anything written by geographers of foreign lands who really knew in a first-hand way the countries about which they were writing they were fortunate indeed.

The Clark School of Geography inaugurated in the United States a movement to provide for field studies by members of the faculty. One after another of the universities where advanced studies in geography are pursued has followed our example and allowed the staff members opportunities to go into the laboratory and carry on out-of-door studies. Fellowships are now granted by certain foundations in support of field studies in geography. The Association of American Geographers now has a research fund, the income from which is to be used for this same purpose. The Institute of International Education has helped many young geographers to spend a year or two of study in a foreign country.

Each member in the staff of our Graduate School of Geography has carried on extensive field studies. One lived for five years in the Netherland Indies and while in that part of the world became familiar through field excursions with many of the peoples and lands of the Oriental nations. He is also intimately acquainted with Western Europe. Another has spent four years in the Arctic, conducted many field studies as an economic geologist, carried on field work as a geographer in the British Isles, Scandinavia, and Russia. A third is particularly well acquainted with much of southwestern Europe and northwestern Africa. He has also carried on extensive field studies in North America. One who was long a member of our staff was particularly well acquainted with field conditions throughout Latin America. Ellen Churchill Semple, who contributed much to the growth of our School of Geography, was intimately acquainted with the lands and peoples of the Mediterranean region and Western Europe. Doctors O. E. Baker, Curtis Marbut, and Homer Shantz, who served temporarily as visiting professors, coming to us from departments in the government, were all trained in field work and thus added greatly to the original contributions that the staff members could make to each group of graduate students who came here for training. Dr. Charles F. Brooks, long a member of our staff, was a most enthusiastic field worker. My own intensive field studies have been more in North America than anywhere else. They have included between thirty and forty seasons in the field and have taken me to each of the states and for three long seasons into Alaska. Field excursions in England, continental Europe, Mexico, Guatemala, in nearly all the countries of South America, and many of the West Indian Islands have been carried out. I have also put in a long field season in South Africa and another in the Orient.

My own field studies have been financed at no expense to the University but we have subsidized others so that they might be absent from the University and from their homes and devote long periods to field work without incurring large addition expense.

At Clark we have organized field training for each of our graduate students. In 1927 the staff instituted a plan of taking all of those registered in the Graduate School of Geography into the field during the first month of each academic year. Our plans involved having the members of the staff and the graduate students living together in camp and devoting all of their time during the field season to direct observations, field interpretations, and the systematic mapping of facts gathered in the field.

Each season we have selected a new area so that it would serve as an "unknown quantity" and provide a challenge to the members of the staff as well as to the students. In that way our students have had the opportunity of seeing just how more experienced field workers go to work and if they make mistakes how they correct their mistakes. The areas selected have provided variety in relief, soils, and types of land utilization. In some of the areas we have found considerable differences in climatic conditions and in almost every case very interesting industrial centers were studied. The entire Connecticut Valley within the state of Massachusetts has been studied intensively by our graduate students. The entire area of Cape Cod and portions of the Blackstone and the Merrimac Valleys have been studied in the same way. Various regions within a reasonable distance of Worcester have served as our outdoor laboratories for field training. When Dudley Stamp, the British geographer, came to this country and explained to Americans the land utilization survey which he was carrying on in England, he was surprised to find that we had been doing just that kind of work with our students for about ten years.

In the fall of 1934 we organized a training period in field studies which occupied three months. This required the purchase of seven automobiles and seven trailer coaches. Six of the coaches provided sleeping accommodations for the party. One was equipped as a kitchenette. When we reached an area which had been selected for intensive studies, the coaches were arranged as a cabin camp and provided with electric lights from a local circuit. A large tent placed near the kitchenette coach served as a dining room.

There was a full registration of students for this expedition. Every place in the outfit was occupied and we started out about the middle of September westward, stopping for our first period of intensive study in the Finger Lakes region of New York State. There we had a type of geographic region where farming predominates, but with considerable industrialization. It is an area which has been intensely glaciated and the ice action has affected the topography, soil, and drainage throughout the area. We moved southward and paused in central Pennsylvania for another period of about ten days or two weeks for intensive study of a prosperous farming region in the folded Appalachian Mountains. Moving on still farther south we visited the Shenandoah Valley and there carried on intensive studies. The party spent about two weeks in the Great Smoky Mountains where we had an entirely different type of topography from that which we had studied at the earlier stations, hence a very different pattern of settlement and a very different economy. Our next stop was in the vicinity of Birmingham, Alabama. There we were still in the Appalachian Mountain belt but in a region where mineral resources have led to the development of a great industrial center. The attention of the students was turned largely to industrial geography. The next stop for intensive studies was at New Orleans where trade, international commerce, and the life in a great seaport became the chief fields of interest.

Throughout all the journey the various members of the staff took advantage of whatever was illustrated along the route of travel and made use of that in their instructional work.

Turning eastward from New Orleans the party followed near the Gulf Coast into Florida and enjoyed a period of intensive study in the great peninsula of Florida. There sub-tropical agriculture and some plantation life were illustrated. The students visited the citrus fruit regions, the commercial vegetable growing area, sugar cane plantations, and the tung oil orchards.

Coming northward we paused and set up camp at Columbia, South

Carolina. There as at many other of our stations we were guests of a university and enjoyed many advantages by having our camp located on a campus. Our studies in that region included the topography, soils, natural vegetation, and land utilization but the stop was selected primarily to make an intensive study of the industries which had sprung up recently in the Piedmont belt of the Carolinas and Georgia.

The South Carolina station was the last for intensive, systematic studies but as we moved northward through Virginia and the Middle Atlantic states every advantage was taken to point out additional field problems and examples of geographic features of significance that were illustrated along the route of travel. We returned to Worcester about Christmas time, having remained in the field about as long as it was practicable unless we stayed in the deep south.

That three months in the field was probably the most outstanding piece of educational work that we have done since the establishment of the Graduate School of Geography. Nearly everyone of the party on that expedition is now holding an important position in the profession. The members of the staff profited much by the experience and many scientific papers have been published as a result of the work carried on at one or another of the stations where the longer stops were made.

The "Three Months in the Field" was a very strenuous program, especially for the members of the staff. Those who found it necessary to return to Worcester two or three times during the period added to their intensive work of ten to fifteen hours a day in the field while with the students hurried journeys to Worcester and return. We continued to carry on some courses of instruction in geography on the campus at Clark for undergraduate students. The few graduate students who could not arrange to accompany the expedition in the field received personal attention from the members of the staff whenever they returned to the home base.

The motorized equipment purchased by the Clark Geographical Excursions Inc. has continued to be of service in succeeding field seasons. When setting up camps in New England where cabin space is not adequate for the party, we take a few of the trailers to that location and thus supplement the accommodations which we rent for a field season. Each year the automobiles are assigned to different groups in the student party and used by them in their field work. Since the cars are in service but a few weeks each year they have not depreciated much and the cost of maintenance has been low. They are not the latest models in cars but they are still very serviceable.

We have required of nearly 100 per cent of our candidates for the Doctor's degree that their theses be based upon independent field studies. Many of the theses accepted in fulfillment of the requirements for the Master's degree have been based upon original field studies. Out-of-door laboratory studies, where students do independent work and by solving real problems gain intellectual power and self-confidence, have been fundamental in our training of young people to enter the profession of geography.

The Geography Workroom

In making provisions for a graduate school it was important to provide a place where there would be favorable conditions for study and a workshop or laboratory atmosphere. Geographers cannot secure the best training by simply listening to lectures and reading books. In addition to the importance of their field work they must learn how to do independent work in cartography and graphics. They should become research workers and in so far as possible get the habit of doing original, creative work. Each advanced student is an individual problem in the processes of education. Mass education at the graduate level, if not at all levels, is ineffective. Those institutions where the enrollment is so large that each student cannot be treated as an individual do not produce scholars and those who become scholars independently are not much helped by attending such universities.

For graduate students in geography there should be easy access from the workroom to the library and to the map collections, and there must be special facilities for work in cartography. This involves equipment used in the enlargement or reduction of maps, tracing tables with glass tops and electrically lighted, map mounting equipment, as well as a large collection of charts and graphs. The preparation of all kinds of graphic illustrations including charts, on which statistical material is clearly displayed, is an important part of the training of all those who wish to present, in an effective way, the results of research work.

In starting our Graduate School of Geography we set aside the first floor of the Geography Building for a workroom and when the Libbey Library was presented to the school we incorporated that in alcoves of the workroom. Mr. Guy H. Burnham, one of the early graduates of the school, was engaged by Dr. Louis N. Wilson, the librarian at that time, as curator of the Map Department and he has continued to serve in that capacity. Mr. Burnham has developed a high degree of skill in cartography and, at his own expense, attended the University of Chicago in order to receive special training in that field of work. He has offered courses in cartography providing students with an opportunity to become acquainted with the various projections used in the construction of maps, to know their advantages and disadvantages, and to acquire skill in map-making, lettering, and coloring.

Our map collection, which has grown to be very large, is one of the best collections of modern maps in this country. It has been carefully catalogued and inventories are taken regularly, twice each year. In the workroom we have provided a number of racks so that students may have before them, while at work, wall maps too large to be used on tables. The mounting and repair of maps has required a large amount of time. Mr. Burnham has taken that over and does the work in the basement space below the first floor of the workroom. That one service has already saved the library thousands of dollars, for map mounting is expensive work to have done at commercial houses.

Over the doorway of the workroom I placed the following quotation: "The very best kind of education is obtained in doing things one's self under competent direction and with good guidance," by Charles W. Eliot. President Eliot had years of experience in training students through the laboratory methods and I believe he has made a most profound statement regarding the process of education. His ideals are today represented in many of the most progressive schools for little children, in institutions for advanced studies at the graduate level which have been established recently in this country, and in some of the better graduate schools. They are followed also in laboratories of the natural sciences if the teachers of those sciences are interested in the problems of education. The thought expressed by President Eliot has been an inspiration to all of us in the School of Geography throughout the twenty-five years and I believe the idea has taken hold with a large majority of our alumni. Several of them have established workrooms similar to ours in the institutions where they are engaged and a very large number of them have become productive scholars. Many of our alumni have continued field studies which have led to the production of authoritative books on distant lands or on selected areas of this country.

In the workroom we have installed a number of very useful and interesting relief models and have stored there the 14,000 lantern slides presented to the institution by the trustees of the Libbey estate. A considerable number of general reference books, atlases, a full series of the United States Geological Survey Professional Papers, Bulletins and Folios are in the workroom cases. We have also arranged an exhibit of the portraits of the staff members and of those who have received the Ph.D. degree in geography from Clark.

With the increasing demand for more work in cartography we have equipped a space in the basement directly below the workroom for that work and for examining and annotating airplane photographs. Fluorescent lighting has been provided, a large electrically lighted tracing table with a glass top has been installed, and each student has a desk which has been built especially for work in map making.

The weather bureau station could not very well be placed in our workroom or in the Geography Building but we found space on the top floor of the Science Hall for the installation of the self-recording instruments. On the roof of that building we placed the weather vane, rain gauge, and anömometer. At this station all students in meteorology may have an opportunity to become familiar with the various instruments used in recording weather conditions. Outdoor observations are frequently made from the roof of the Science Hall. By combining the information obtained from the instruments with their own direct observations the students train themselves in making weather forecasts for the immediate vicinity.

Calls for Trained Geographers

The demand for the product of the new School of Geography developed very rapidly. There were many more calls than could be met and those who received the Master's or Doctor's degrees from Clark were soon engaged in professional work. Many of them have now moved into high places of service in the World War efforts of this nation. The alumni list of the school, which appears elsewhere in this report, will indicate as far as is possible at this time where they are now located. This list should help anyone to judge fairly of some of the contributions which Clark has made in establishing the profession of geography in this country.

Many of the demands for geographers came from universities and colleges where they wished to add geography to the curriculum. Sometimes the demand came from a department of economics and at other places a department of history was particularly anxious to have a geographer added. The teacher training colleges have been one of the fields from which a large demand has come for well-trained geographers. Those institutions always demand excellent teachers and candidates who are interested in training others to be good teachers.

At a few of the universities geography became associated with the department of geology and the members of that department usually offered work in general geology and geomorphology for students majoring in geography. Of late years, however, there has been a tendency to establish independent departments of geography. At a few universities where geology and geography were closely associated they have been separated and organized as distinct departments.

Agricultural colleges have called for men trained as soil specialists or land utilization specialists. The new soil science, podology, is a branch of geography and one that is making very important contributions in the study of man's adjustment to his environment.

With the general awakening in America of an interest in geography during World War II the high school educators have become aroused and calls are now coming in from many parts of this country for teachers of geography prepared to enter upon secondary school work. This movement is sweeping like a tidal wave over the country. One indication of the strength of this movement is in the frequent and persistent demands from textbook publishers for authors who will prepare books to meet the demands from the high schools. With 29,000 high schools in this country, where about 7,113,000 students are enrolled, the publishers see large business possibilities in the introduction of more geography into these schools.

Another series of demands for geographers came from departments in the government in Washington. The Department of Commerce called for men particularly trained in economic geography and foreign trade. The Department of Agriculture early recognized the value of geographic training in the classification of lands and in problems related to the best use of lands and this department has employed a number of our men. Soil conservation and the prevention of destructive erosion are problems for a geographer. The Weather Bureau has always wanted more well-trained men and women in meteorology and climatology than we could supply. With the development of aviation new calls have come for weather forecasters. Such experts should be provided for each of the major landing fields throughout the world. The Library of Congress and certain large municipal libraries have called upon the profession for candidates particularly interested in cartography who can take charge of their map departments. The National Archives has employed a number of geographers.

The very alert magazine publishers of the last decade have called upon us for people trained in geography to assist in their editorial departments and in the preparation of maps. Textbook publishing houses are constantly alert for those in this profession who will and can write suitably for the schools or colleges. Other publishing houses are on the lookout for geographers who are familiar with interesting parts of the world and who can present their knowledge in a form attractive to the general reader.

WAR SERVICE TRAINING PROGRAM

In the summer of 1942 in response to many requests for geographers to assist in the war effort, a special War Service Training Program was set up at Clark under the general direction of Associate Professor Wallace W. Atwood, Jr. The regular members of the staff cooperated in offering instruction to those who wished to prepare themselves as quickly as possible to be of service as specialists in geography in the war effort. Fifteen additional geographers, representing other training centers or government agencies in Washington cooperated in this program. Throughout the academic year 1942-43 a longer and more intensive program of training was carried on and at the close of that period a certificate was issued to each one who had satisfactorily completed the prescribed work. Everyone of those young people went into service for the government to help in the war emergency as specialists in cartography or geographical research. Our experience in training men and women for service to the nation during the war period has emphasized the importance of cartography. A map is a geographer's special means of expression. All who enter upon the profession of geography should have a certain amount of basic training in cartography. They should understand and be able to interpret the many different kinds of maps. Demands are coming to us from publishing houses for experts in cartography.

The War Service Training Program included the following:

Lecture Program
- Geography of the War Zones
- Meteorology
- Strategic Materials
- Relief and Coastal Features

- Productive Capacity and Raw Materials
- Topography and War Strategy

Laboratory Program

- Cartography and Graphics
- Map Reading and Use of Map Collections
- Interpretation of Aerial Photographs
- Operation of Weather Station

Field Program

- Field Studies (Sept. 28 - Oct. 10)

Research and Seminar Program

- Research Conferences
- Coordination Seminars

GEOGRAPHERS AND THE WAR EMERGENCY

With the entrance of the United States in World War II the calls for expert geographers became sensational. Long distance telephone messages were received from Washington asking for ten, twenty, and thirty geographers all at once. The Army, Navy, and the Marines needed more geographers, the War College, State Department, Office of Strategic Service, Office of War Information, and Air Forces demanded experts in the field of geography. Many of the men and women in the colleges were soon drafted to go to Washington and serve the nation during the emergency of war. At least 72 men and women trained at Clark in geography and who hold graduate degrees from this institution have entered the service of the government as experts and in addition there are engaged in the same kinds of work at least 20 who have received their training in geography at Clark but who have not completed their work for a graduate degree. Many interrupted their studies at the University in order to enter upon professional work in the war effort. They have been assigned to geographic research or cartography in which their training had qualified them to be of special service.

The Army and the Navy when called upon to fight a world war soon discovered that most of their men knew so little geography and had so little knowledge of map reading that the situation was pitiful. Hundreds of new maps were made and geographic data about many parts of the world were collected as rapidly as possible.

The Topographic Models Section of the Office of Strategic Services was organized and is now administered by Major Wallace W. Atwood, Jr., a member of our staff released for this service. The techniques of construction and the various uses of these relief models cannot be stated at this time. The Model Section has a staff of nearly thirty at all times. They are men and women familiar with topographic maps, map reading and map interpretation. Many of them received their training at Clark, some of them having specialized in aerial photo interpretation. The relief model is one of the important contributions which the profession of geographers has made to the Army, Navy, and Air Forces of the Allied Nations.

Professor Samuel Van Valkenburg, a member of our staff, in association with an alumnus from the school, Dr. Paul Siple, who is a major in the Army, has carried out very extensive studies in climatology for the Office of the Quartermaster General. These studies have guided the Quartermaster in making plans for clothing, food, and other supplies to be sent to the various camps located in regions of widely different climatic conditions. The weather at many of these stations, where the Army, Navy, Marine, or Air Force units are located, changes from month to month and the supplies sent to the men should change just as rapidly. The selection of such supplies must be based upon a scientific knowledge of temperature, moisture, wind and storm conditions at these various stations. Dr. Van Valkenburg and Dr. Siple have prepared many special climatic maps for the armed forces.

Professor W. Elmer Ekblaw has served as special consultant in the Office of War Information and when Dr. Clarence F. Jones left Clark he first joined the staff of the Board of Economic Warfare.

When the program of educating about 300,000 men of the Army in the colleges was undertaken more geographers were called for than had ever been produced in this country. Idle professors of Greek, Latin, Philosophy, or Sanskrit were transformed overnight into geography instructors and called upon to teach the fundamentals of the geography of Europe or the Pacific. The situation was ridiculous in many institutions where they had no trained geographers in their faculties. Where there was one trained geographer available, he would meet the professors, not otherwise engaged, in a class each evening and prepare them for teaching the lesson of the next day. Presidents and deans from all over the country wired or telephoned to us for more geographers. The field of learning which had been ignored by many academic people as unworthy of a place in a college or university had suddenly become of the greatest importance to the nation.

Publications of the Staff and Alumni

Each member of our staff has had frequent invitations to write and most of them have accepted some of those opportunities. Several of the alumni of our Clark School of Geography who now hold responsible positions in other university or college faculties have become authors of textbooks which are widely used throughout this country. Some of those authors have become eminent authorities on the geography of certain portions of the world. The books published by those who have been regular members of the staff of the School of Geography during these first twenty-five years now number 55, those published by members of our alumni body is not less than 32. Some of these books are used in very large quantities. The normal sale during a single year of the books in these lists will run from 500,000 to 600,000 volumes. In addition to books, the staff and members of the alumni of the School of Geography have published at least 300 magazine articles. Two hundred and fifty-three separates which have come in from the alumni have been bound in nine large volumes entitled "Collected Papers of the School of Geography" and placed in the Clark library.

Economic Geography

In 1925 we established a quarterly journal entitled *Economic Geography*. It is the only periodical in the English language dealing with that highly important field of knowledge. Since its foundation the Director of the School has served as editor-in-chief, but Dr. W. Elmer Ekblaw has served as assistant editor and deserves chief credit for conduct of the publication. The other members of the staff have served as associate editors. *Economic Geography* has given to the Clark Graduate School a certain distinction that we should not fail to appreciate. The journal is now regularly received by most of the leading libraries of this country including those of the colleges and universities where advanced studies in geography are conducted. The subscription list includes a large number of American and British geographers, a lesser number from the countries of Western Europe, and a few from the Far East, Australia, New Zealand, South Africa, and South America.

In connection with the founding of this journal Dr. Charles H. Thurber, former president of the Board of Trustees, deserves special credit. He urged the Director of the School of Geography to enter upon this publishing plan and agreed to share with him for the first five years any deficit there might be. He lived up to that contract and met his share of a deficit of about $30,000 during that period. Both of us were pleased at the close of the five years to be able to turn the magazine over to the trustees as a self-supporting enterprise. We turned over also to the university about $20,000 worth of back numbers of the journal. Today the back numbers in storage, of the twenty volumes already published, have a value estimated to be between $40,000 and $50,000. When libraries that have not heretofore been subscribers for the journal decide to add it to their list of periodical publications, they commonly ask for a full set of back numbers and from that source there is a considerable income each year.

Cooperation with the Foreign Service Educational Foundation

During 1943 and the early part of 1944 there was organized a Foreign Service Educational Foundation with headquarters in Washington, D. C. This organization set up a School of Advanced International Studies and a Foreign Service Training Center, where work began about November 1st of 1944.

While perfecting their organization the Director of the new school, Dr. Halford L. Hoskins, who had served for many years as the Dean of the Fletcher School of Law and Diplomacy, invited the Clark Graduate School of Geography to enter into a plan of cooperation with the Foreign Service Educational Foundation and arrange to provide at their training center the courses in geography which should be introduced into its program. For many years our studies of geography have emphasized the bearing of geographic factors upon the growth of nations, foreign trade, the occupations of people in various parts of the world, and very naturally upon international relations. The significance of geography in the conduct of the war and in all military studies has been emphasized over and over again. The great commercial houses of this country that look forward to expanding their trade with people in other countries are now making preliminary arrangements for the training of their representatives to be sent to foreign lands.

With the opening of the new school Dr. Samuel Van Valkenburg was assigned to resident duty in Washington and during the first semester he offered instructional work in the fields of Political

Geography and the Geography of Europe. For the second semester of 1944-45 arrangements were made for Dr. Rollin S. Atwood, an alumnus of the Clark School of Geography, with long experience as a university professor, and now a member of the State Department, to offer instructional work in the field of Economic Geography.

By the terms of cooperation approved by the Board of Trustees a reasonable number of graduate students registered at Clark, on the nomination of the faculty, are permitted to have all the advantages of the Washington center of training without paying any tuition. During the fall semester of 1944-45 one graduate student in the School of Geography took advantage of that opportunity. Plans for cooperation during 1945-46 have been authorized by our Board of Trustees.

Worcester Course of Study in Geography

During the years 1928-1930 I carried the responsibility with Dr. D. C. Ridgley, who was then Professor of Geography in Education at the University, of organizing a new course in geography for the Worcester public schools. We did this at the request of Superintendent Walter S. Young. Carefully selected committees of teachers and principals worked with us in this project. A special committee was selected for the work in each grade. They devoted a considerable amount of time and thought, each individual accepting a special assignment for a portion of the revised curriculum. All reports were carefully reviewed by the respective committee to which they were assigned. In time we had an entirely new course of geography beginning with the work in the fourth grade and continuing through the eighth grade.

While this work was in progress Thomas F. Power, who was then Assistant Superintendent and now is Superintendent of Schools, served as Chairman ex-officio of all committees of teachers and cooperated in a very helpful way in keeping the work moving forward with the least possible delay. Between sixty and seventy teachers helped in this project and to them should go a large degree of credit for what was accomplished.

In 1930 this new course of study was published by the School Department and made available to all members of the school system in Worcester. Requests began to come in from outside of Worcester and for several years calls came from more and more distant places. Many of the cities that secured copies of this course of study adopted it for use in their school systems. The work with the seventh and eighth grade committees made it evident that a new book should be prepared and the volume entitled, "The World at Work", which was first produced in 1931, is really a result of the studies carried on with the Worcester teachers. That book is not only used in the Worcester schools but very widely throughout this nation and in some foreign lands.

The Libbey Library

The most notable gift to the Clark School of Geography is the library of the late Professor William Libbey, long Professor of Physical Geography at Princeton University. It was presented to Clark University by his widow, Mary E. Libbey, and the executors of Professor Libbey's will.

The library consists of about 8,000 bound volumes, 1,400 pamphlets, and several hundred maps. An original map prepared by von Humboldt is in the collection. The library is preeminently valuable for research in geography. Professor Libbey took great pains and pride in acquiring complete sets, beginning with Volume I, Number 1, of the geographic periodicals published in Europe and in this country.

Dr. Libbey had prepared at very great expense a card catalogue of geographic literature significant to those who are carrying on geographic research. This catalogue and a collection of about 14,000 lantern slides included with the gift of books are now held as a part of the Libbey Library. Mrs. Libbey also presented a large collection of Indian baskets secured by Dr. Libbey in his many travels and a number of instruments formerly used by him in surveying and in oceanographic investigations. A portrait of Professor Libbey was presented by Mrs. Libbey and this now hangs in the room set aside for the William Libbey Library.

The William Libbey Memorial Fund

In the spring of 1931 Mrs. Libbey presented to the University a fund of $6,000 with which to establish the William Libbey Memorial Fund, with the provision that the income from that fund may be used at the discretion of the staff in the Graduate School of Geography to help graduate students or members of the staff in carrying out research studies in physical geography. The income may also be used to publish the results of William Libbey research projects. By bequest Mrs. Libbey made an additional gift to the William Libbey Memorial Fund which has, to date, increased the total amount in the fund to $27,715.64

The Wallace W. Atwood Research Fund

In the fall of 1944 Mrs. Atwood joined me in establishing the Wallace W. Atwood Research Fund, the income of which may be used, at the discretion of the staff in the Graduate School of Geography, for the promotion of field studies in geography by any member of the staff or any one of the alumni holding a graduate degree from the School of Geography, or for the publication of results of such research work.

After twenty-five years have passed since the establishment of this fund the Trustees of the University may continue the plans set forth above, or use the principal and any accrued interest for any purpose which, in their judgment, is for the best good of research work in progress at the university.

In establishing the fund we made a deposit of $10,100.

ALUMNI OF THE SCHOOL OF GEOGRAPHY

PH.D. LIST

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
	1922	
Clune, Mary C.	Technical High School, Springfield, Mass.	
Branom, Frederick K.	Chicago Normal College, Chicago, Ill.	
	1923	
James, Preston E.	Univ. of Michigan, Ann Arbor, Mich.	Lt. Col., Army, Office of Strategic Services
Switzer, Jesse E.	Univ. of Indiana, Bloomington, Ind.	
	1925	
Buzzard, Robert G.	President, Eastern Ill. State Teachers College, Charleston, Ill.	
McConnell, Wallace R.	Miami University, Oxford, Ohio	
Varney, Burton M.	Univ. of Calif., Los Angeles, Calif. (deceased)	
White, C. Langdon	Stanford University, Palo Alto, Calif.	
	1926	
Casto, E. Ray	Emory and Henry College, Emory, Va. (deceased)	
Ekblaw, W. Elmer	Clark University	Special Consultant, Office of War Information*
Jonasson, Olof G.	Geographic Institute, Gothenburg, Sweden	
Russell, H. Harrison	State Teachers College, Bloomsburg, Penna.	
Van Cleef, Eugene	Ohio State Univ., Columbus, Ohio	
	1927	
Bengtson, Nels A.	Univ. of Nebraska, Lincoln, Neb.	
Cooper, Clyde E.	Ohio University, Athens, Ohio	
Richard, Gragg	Mining Geologist (deceased)	

*For a portion of the war period.

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
	1928	
Atwood, Rollin S.	Univ. of Florida, Gainesville, Fla.	State Department, Washington, D. C.
Shipman, Julia M.	Mt. Holyoke College, South Hadley, Mass.	Board of Geog. Names, Washington, D. C.*
Van Royen, William	Univ. of Maryland, College Park, Md.	Board of Econ. Warfare, Washington, D. C.*
	1929	
Barnes, Carleton P.	Dept. of Agriculture, Washington, D. C.	
Baugh, Ruth E.	Univ. of California, Los Angeles, Calif.	
Freeman, Otis W.	Indiana Univ., Bloomington, Ind.	
Gooze, Charles	Deceased	
Koeppe, Clarence		Lt. Col., Army
LaFleur, Albert	Haverford College, Haverford, Penna.	
Page, John L.	Univ. of Illinois, Urbana, Ill.	
Prator, Moina	Deceased	
	1930	
Atwood, Wallace W., Jr.	Clark University	Maj., Army, Office of Strategic Services
Burgy, J. Herbert	University of Illinois, Urbana, Ill.	State Department, Washington, D. C.*
Burrill, Meredith E.	Dept. of Interior, Washington, D. C.	Board of Geog. Names, Washington, D. C.*
Cunningham, Floyd C.	State Teachers College, Florence, Ala.	
Hudgins, Bert	Wayne Univ., Detroit, Mich.	
	1931	
Cressey, George B.	Syracuse Univ., Syracuse, N. Y.	State Department, Washington, D. C.*
Campbell, Edna Fay	Chicago, Illinois	Board of Geog. Names, Washington, D. C.*
Diettrich, Sigismund	Univ. of Florida, Gainesville, Fla.	State Department, Washington, D. C.
Foscue, Edwin J.	So. Methodist Univ., Dallas, Texas	Board of Geog. Names, Washington, D. C.*
	1932	
Anderson, Esther	Univ. of Nebraska, Lincoln, Neb.	War Department, Washington, D. C.*

*For a portion of the war period.

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
	1933	
Milstead, Harley P.	State Teachers College, Montclair, N. J.	
Primmer, George	State Teachers College, Duluth, Minn.	War Department, Washington, D. C.
Shaw, Earl B.	State Teachers College, Worcester, Mass.	Board of Geog. Names, Washington, D. C.*
	1934	
Botts, Adelbert K.	State Teachers College, Trenton, N. J.	
Darkenwald, Gordon G.	Hunter College, New York, N. Y.	
Ekblaw, Sidney	Univ. of Kansas City, Kansas City, Mo.	
Gibson, J. Sullivan	Univ. of Indiana, Bloomington, Ind.	U. S. Naval Aviation Base, Memphis, Tenn.
Tatham, George	Univ. of Toronto, Toronto, Canada	
	1935	
Carls, J. Norman	State Teachers College, Charleston, Ill.	Lt., Navy
Erickson, Franklin C.	Univ. of North Carolina, Chapel Hill, N. C.	Office of Strategic Services, Washington*
Lemaire, Minnie	State Teachers College, E. Stroudsburg, Pa.	
	1936	
Mason, Carol Y.	Tulsa Univ., Tulsa, Okla.	
Whittemore, Katheryne T.	State Teachers College, Buffalo, N. Y.	
	1937	
Allen, Agnes	State Teachers College, Flagstaff, Ariz.	
Church, Phil E.	Univ. of Washington, Seattle, Wash.	Inst. of Meteor., U. of Chicago, Chicago, Ill.
Oliver, A. Russell	Univ. of No. Dakota, Grand Forks, N. D.	Capt., Army (overseas)
Ristow, Walter W.	New York Public Library, New York, N. Y.	War Department*
Stotz, Carl L.	Univ. of Pittsburgh, Pittsburgh, Pa.	State Department, Turkey*
	1938	
Pico, Rafael	Univ. of Puerto Rico, Rio Piedras, P. R.	
Quam, Louis O.	Univ. of Colorado, Denver, Colo.	Lt., Navy, Washington, D. C.
Roberts, M. Catherine	State Teachers College, Potsdam, N. Y.	

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*For a portion of the war period.

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
	1939	
Carlson, Albert S.	Dartmouth College, Hanover, N. H.	
Culbert, James A.	State College, State College, New Mexico	
McCune, Shannon	Ohio State Univ., Columbus, Ohio	Foreign Economic Administration
Siple, Paul A.		Maj., Army, Washington, D. C.
	1940	
Lloyd, Trevor	Dartmouth College, Hanover, N. H.	Canadian Gov. Service (overseas)
Pearcy, G. Etzel	Trans. & West. Air., Washington, D. C.	
Zeller, Rose	State Teachers College, Charleston, Ill.	
	1941	
Fountain, Lawrence	Oak Park High School, Oak Park, Ill.	
Guernsey, Jackson E.	State Normal School, Fredonia, N. Y.	Lt., Army, Office of Strategic Services (overseas)
Morrison, Paul C.	Michigan State College, E. Lansing, Mich.	
Schwendeman, Joseph R.	Univ. of Kentucky, Lexington, Kentucky	
Simpson, Robert B.	College of City of New York, New York, N. Y.	Lt. Col., Army (overseas)
	1942	
Adkinson, Burton W.		Office of Strategic Services, Washington, D. C.
Brierly, William B.		Sgt., Army, Office of Strategic Services
English, Van H.		Capt., Army, Office of Strategic Services
Nystrom, J. Warren	Univ. of Pittsburgh, Pittsburgh, Pa.	
	1943	
Parson, Ruben L.	State Teachers College, Troy, Ala.	Major, Army (overseas)
West, Anthony J.	State Normal School, Brockport, N. Y.	
	1944-45	
Balk, Helen H.	Worcester, Mass.	
Loa, David Kai-Foo		Office of Strategic Services, Washington, D. C.
Prunty, Merle	Miss. State College, Columbus,	Lt. Navy
Warman, Henry J.	Clark University	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
	M.A. LIST	
	1922	
Andrew, Paul E.	Supt. of Schools, Clovis, Calif.	
Burnham, Guy H.	Clark University	
Donnelly, Everett C.	Leominister High School, Leominster, Mass.	
Russell, Edward D.	Worcester, Mass.	
	1923	
Jackson, Eric P.	Deceased	
LaFleur, Albert P.	Ph.D. List	
Russell, J. Francis	Lakewood, Rhode Island	
Shank, Marjorie P.	State Teachers College, Carbondale, Ill.	
Shipman, Julia M.	Ph.D. List	
	1924	
Cammett, Stuart	Southeastern High School, Detroit, Mich.	
Howe, George F.	Teachers College, New Britain, Conn.	
Knight, Ella B.	Deceased	
Robertson, Ina C.	State Teachers College, Valley City, N. D.	
Russell, H. Harrison	Ph.D. List	
	1925	
Atwood, Rollin S.	Ph.D. List	
Girard, Lillian	Address unknown	
Mason, Carol Y.	Ph.D. List	
Post, Clarence	State Normal School, Glenville, W. Va.	
Saunders, Richard M.	Univ. of Toronto, Toronto, Canada	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
Swett, Phelps N.	Middlebury College, Middlebury, Vt.	
Thomas, Katheryne (Whittemore)	Ph.D. List	
	1926	
Baugh, Ruth E.	Ph.D. List	
Burrill, Meredith	Ph.D. List	
Keller, Donald	Indiana Univ. Ext. Div., E. Chicago, Ill.	
Martin, Mrs. Maude	Cleveland Heights, Ohio	
Milstead, Harley P.	Ph.D. List	
Noble, Dorothy (Brooks)	Teachers College, Westfield, Mass.	
Packard, Leonard	Teachers College, Boston, Mass.	
	1927	
Atwood, Wallace W., Jr.	Ph.D. List	
Barnes, Carleton P.	Ph.D. List	
Forsythe, Marion B.	Waddington, New York	
Gooze, Charles	Ph.D. List (deceased)	
Gueffroy, Edna	State Normal University, Normal, Ill.	
Hart, Mrs. Isabelle	State Teachers College, Oswego, N. Y.	
Horne, Edith (Crane)	Chicago, Illinois	
Hunt, Thomas F.	State Normal School, Bellingham, Wash.	
Koeppe, Clarence	Ph.D. List	
Laidlaw, Ruth (Cole)	Omaha, Nebraska	
Page, John L.	Ph.D. List	
Ripley, Mabel	Parker High School, Chicago, Ill.	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
Schwendeman, Joseph R.	Ph.D. List	
Weber, J. Henry	Daily News, New York, N. Y.	
	1928	
Addicott, Harold B.	State Teachers College, Moorhead, Minn.	
Cunningham, Floyd C.	Ph.D. List	
Hanratta, Anna	St. Johns, Michigan	
Holzhauer, Carl F.	Southeastern High School, Detroit, Mich.	
Hoyt, Edith (Holzhauer)	Detroit, Michigan	
Huang, Yu-Jung	Yenching Univ., Peiping, China	
Lee, Harriet E. (Hirst)	Brearley School, New York, N. Y.	
Mitchell, M. Adelphia	Sam Houston S. T. C., Huntsville, Texas	
Rucker, Robert W.	State Teachers College, Hyannis, Mass.	
Schlesselman, George	Houston, Texas	
	1929	
Avery, Mrs. Eula	Tappan Junior High School, Ann Arbor, Mich.	
Fitton, Edith	Library of Congress, Washington, D. C.	Board of Geog. Names, Washington, D. C.
Glasgow, James	State Teachers College, Ypsilanti, Mich.	
Keller, Lois R.	Junior High School, Shaker Heights, Ohio	
McDavitt, Neva	State Normal University, Normal, Ill.	
Means, Margaret	High School, Bloomington, Ill.	
	1930	
Clarke, Katherine (Hafstad)	Weather Bureau, Washington, D. C.	
Erickson, Franklin C.	Ph.D. List	
Gregory, Elizabeth (Benedictus)		Foreign Economic Administration, Washington
Hutter, Harry K.	Grad. student, Clark University	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
McQueeny, Theresa	Worcester, Mass.	
Schneider, Leonard	John Hay High School, Cleveland, Ohio	
Spence, Vina (Hughes)	East Hartford, Conn.	
West, Anthony J.	Ph.D. List	
Zeller, Rose	Ph.D. List	
	1931	
Botts, Adelbert K.	Ph.D. List	
Corfield, George S.	Grad. student, Clark University	
Graham, Guilbert	Junior High School, Zanesville, Ohio	Lt., Army
Gronvold, Eunice	State Teachers College, Valley City, N. D.	
Liu, En-lan	Ginling College, China	
Merriam, Elizabeth (Davis)	Rochester, New York	
Muse, Grace (Stube)	Address unknown	
Pitkin, Victor	Parker Junior High School, Reading, Mass.	
Taliaferro, Rebecca (Truitt)	Lynchburg, Virginia	
	1932	
Cash, Myrtle	Wilmette, Illinois	
Church, Phil E.	Ph.D. List	
Kingman, Celia (Atwood)	Worcester, Mass.	
Lemaire, Minnie	Ph.D. List	
Means, George	Rotary Int., Chicago, Ill.	Lt., Navy, Washington, D. C.
Pearcy, G. Etzel	Ph.D. List	
Pils, Meta	Sherwood, Wisconsin	
Roberts, M. Catherine	Ph.D. List	
Scharf, Ann	Long Beach, California	
	1933	
Darkenwald, Gordon G.	Ph.D. List	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
Simpson, Robert B.	Ph.D. List	
Sumner, Alfred R.	Woodmere, New York	Lt. Navy
Thomas, Albert T.	College of City of Detroit, Detroit, Mich.	
Waites, Sara (Guthrie)	Rochester, Minnesota	
	1934	
Allen, Agnes	Ph.D. List	
Blomfield, Carl	Palmer School, Detroit, Mich.	Army
Carls, J. Norman	Ph.D. List	
Howarth, Margery	Washington School, Wyandotte, Mich.	Ensign, WAVES, Washington, D. C.
Kennedy, Kathleen	Worcester, Mass.	
Parson, Ruben L.	Ph.D. List	
Pico, Rafael	Ph.D. List	
Robinson, Virginia M.		Office of Strategic Services (overseas)
Smith, M. Winifred	Lowell State Teachers College, Lowell, Mass.	
Stautz, Althea C.	Seattle, Washington	
	1935	
Grady, Gertrude (Blomfield)	Detroit, Michigan	
Kennedy, Ann P.	Worcester, Mass.	
Kirkendall, Walter E.	Grand Junction, Colorado	
Simmons, Anna G.	State Teachers College, Fitchburg, Mass.	
	1936	
Black, Lloyd		Lt., Army, Office of Strat. Ser. (overseas)
Brierly, William B.	Ph.D. List	
Fairchild, Johnson E.	Hunter College, New York, N. Y.	Capt., Army (overseas)
Minogue, James A.	National Archives, Washington, D. C.	Lt., Navy, Washington, D. C.
Sievers, Angelika	Germany	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
	1937	
Beishlag, George	Nolan Junior High School, Detroit, Mich.	Office of Strategic Services, Washington, D. C.
Chamberlain, Thomas	State Teachers College, Johnson City, Tenn.	Lt., Navy
Fairchild, Wilma Belden	American Geog. Society, New York, N. Y.	
Fause, Asbjorn	Hunter College, New York, N. Y.	War Department, Washington, D. C.
Hutchinson, Mary C.	Law-Haywood School, Stamford, Conn.	
Logan, Richard C.	Yale University, New Haven, Conn.	
Myers, Merle W.	Mississippi State Coll., Starkville, Miss.	Navy
Nystrom, J. Warren	Ph.D. List	
Quimby, Margaret	Time Magazine, New York, N. Y.	
Schadegg, Francis	State Planning Board, Worcester, Mass.	Army
	1938	
Boyer, Helen (Smith)	Sayler Park School, Cincinnati, Ohio	
Chisholm, Hester (Underhill)	South Hadley Center, Mass.	
Clifford, J. Nelson	Montclair School, Quincy, Mass.	Navy
Culbert, James A.	Ph.D. List	
Kistler, Esther	High School, Nanticoke, Penna.	
Ney, Robert M.	Philadelphia, Penna.	
Parker, Harry C.	Yosemite National Park, California	Army
Sanjurjo, Maria A.	Deceased	
	1939	
Alpert, Leo		Major, Army
Berman, Ira B.	College of City of New York, New York, N. Y.	Lt., Army, Washington
Burt, Arthur L.	Trans. & West. Air., Washington, D. C.	War Department*
Fontaine, Mary E.	Address unknown	

*For a portion of the war period.

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
Greenawalt, Norman	Norristown, Penna.	Office of Strategic Services, Washington, D. C.
Scott, Clare (Huddle)	Providence, Rhode Island	
	1940	
Dean, Veva K.	Grad. student, Clark University	
Farnsworth, Albert	North High School, Worcester, Mass.	Lt. (j.g.) Navy
Kinch, Esther	Pittsburgh, Penna.	
Lathrope, Francis	Int. Off., Beta Sigma Phi, Kansas City	Major, WACS
Renner, Agnes	University of Wyoming	
Taylor, John L.	University of Nebraska, Lincoln, Neb.	Lt., Navy (overseas)
	1941	
Battersby, Kenneth		Sgt., Army, Office of Strategic Services
Carey, Helen M.	Worcester, Mass.	
Diehl, Lee H.	Red Lion, Penna.	
Handel, Hazel	Painesville, Ohio	
Holland, Lillian	Westfield, Mass.	
Long, Harriet P.	Buffalo, New York	
MacDonald, Mary L.	Ginn and Co., Boston, Mass.	Ensign, WAVES
Macfarlane, Sidley	Middlebury College, Middlebury, Vt.	
Martin, Paul M.	Oklahoma A. & M., Stillwater, Okla.	
Murphy, Mary M. (Burt)	Washington, D. C.	
Reith, John W.		Sgt., Army, Off. of Strat. Ser. (overseas)
Thornton, Jessie M.	Worcester, Mass.	
West, Seymour		Lt., Army
	1942	
Berg, Carl G.		Lt., Army
Brammell, James C.		Office of Strategic Services (overseas)

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
Budd, Celeste (Horne)	Stephens College, Columbia, Missouri	
Cox, Catherine	State Teachers College, Ypsilanti, Mich.	Ensign, WAVES
Dashiell, Samuel		Lt., Army
Jensen, J. Granville	R. I. College of Education, Providence, R. I.	
Jorgenson, Harold		Army, Office of Strategic Services, Washington
Kelly, Rita		State Department, Washington, D. C.
Kostanick, Louis		Sgt., Army, Off. of Strat. Ser. (overseas)
Moberg, J. Wensel	State Teachers College, Fargo, N. D.	
Quirk, Mary E. (Bradshaw)	Haverhill, Mass.	
Schneider, Noreen	Port Chester, New York	
Tutko, Stephen	Easton, Penna.	
Williamson, Mary F.	Time Magazine, New York, N. Y.	Office of Strategic Services, Washington, D. C.
	1943	
Argyropais, Lemonis		Army, Office of Strategic Services, Washington
Balk, Helen H.	Ph.D. List	
Danklefsen, Mildred M.	Western Reserve Univ., Cleveland, Ohio	
Greenberg, Archie	Miami, Florida	Board of Geog. Names, Washington, D. C.*
Loa, David Kai-Foo	Ph.D. List	
Vogt, Mary C.	New York, N. Y. (Research worker)	
	1944	
Roper, Mary Alice	Princeton, Mass.	
Sherman, John C.	University of Washington, Seattle, Wash.	

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*For a portion of the war period.

ATTENDANCE IN THE GRADUATE SCHOOL OF GEOGRAPHY
1921-1945

YEAR	NO. OF STUDENTS	YEAR	NO. OF STUDENTS
1921-22	18	1933-34	38
1922-23	22	1934-35	40
1923-24	24	1935-36	37
1924-25	25	1936-37	46
1925-26	29	1937-38	51
1926-27	27	1938-39	56
1927-28	37	1939-40	51
1928-29	28	1940-41	40
1929-30	27	1941-42	28
1930-31	41	1942-43	28
1931-32	29	1943-44	9
1932-33	43	1944-45	18

Total Number of Ph.D. Degrees Conferred	80
Total Number of M.A. Degrees Conferred	174

CLARK UNIVERSITY GEOGRAPHICAL SOCIETY

With the growth in the number of students concentrating in the School of Geography there rose in that body a desire to become organized as a society and to maintain friendly relationships even after leaving the University. For this reason the students in residence organized the Clark Geographical Society and invited all who had been in attendance at the school, whether or not they had completed requirements for a graduate degree, to accept membership in this society. Each year those in residence are added to the membership and they assume the responsibilities of maintaining the traditions of the society. There are now nearly 400 members in the Clark Geographical Society.

The group has contributed a considerable sum of money which is used as a loan fund for students in residence who need financial aid while at the University. Most of the social affairs of the Graduate School of Geogaphy are planned for and conducted by the members of the society and each year the group has held a closing dinner meeting, to which the members of the staff and their wives are invited.

Contact between the alumni group and all those who have been in residence is maintained through the publication of a periodical called *The Monadnock*. This is published twice a year. In the fall semester its pages are usually devoted, in large part, to the activities in the workroom, the personal record of new students, the program of field work which the group in residence is carrying on, and a brief review of any news items of interest to the alumni. The spring issue of *The Monadnock* is usually devoted to news items from the alumni members of the Clark Geographical Society. Copies of *The Monadnock* are now sent into most of the states in our country, to Canada, to several of the European countries, to Japan, China, and to Middle American lands. Just at present many of the copies are sent to the armed forces of the nation or to government agencies where members of the society are engaged in war service.

New England Geographical Conference

Soon after establishing the Graduate School of Geography, we found that the members in our profession who were located in New England were particularly anxious to come together at least once a year for a conference at which various papers on research work and educational problems would be presented. Such meetings would provide also for round table discussions and give an opportunity for those in New England who were engaged in teaching geography to become better acquainted.

Our staff agreed that the project was worthy of our support and for a number of years we served as the hosts and held the meetings in the large lecture room on the top floor of the Geography Building. Attendance has run from 100 to 200 and on a few occasions has exceeded the higher number. We have had many teachers of geography engaged in elementary school work attend the conferences. Representatives of each of the New England states, engaged in high schools, teacher training colleges, liberal arts colleges or universities have been present. Our own staff members have always contributed to the programs but we have always invited others to take a conspicuous part at these meetings.

After we had followed this plan about fifteen years, we urged upon the group the organization of a New England Geographical Conference which should elect officers and hold meetings at different centers where work in geography was being actively promoted. This change has already led to meetings in several other centers but the group has requested that Clark University serve as host on alternate years because we have available so much more in the way of new equipment and material bearing directly upon the teaching of geography than any other institution in this part of the country. We have held meetings at Harvard, at the State Teachers College, New Britain, Connecticut, at the State Teachers College in Worcester, and a meeting was planned for the spring of 1945 at the Rhode Island College of Education but postponed because of transportation difficulties.

The Outlook in Geography

There is no question today but that geography is well established. A global war has demonstrated to the nation that the more we know about the other lands and peoples of this world the more able we will be to act wisely in dealing with international problems. The American people have become conscious of the fact that they must take a large responsibility in the affairs of the world. Certainly, if we are to deal justly and intelligently with the peoples of other countries, we must know the conditions under which they are living.

To do this we must appreciate the limitations which the natural environment places upon them in the production of food, fibers for clothing, mineral wealth, and natural fuels. We must understand the climatic factors, which determine the crops that can be produced in different lands, the advantages and disadvantages of location, coastline features, land forms, soils, and natural vegetation. We must have accurate information regarding the industries and the cultural development of each national group of people. The foundation and growth of nations have been conditioned by geographic factors. No one will understand the problems of the State Department or of foreign trade unless he is well acquainted with the geographic conditions in the various parts of this interdependent world. The late Dr. Spykman of Yale said: "Geography is the most fundamental factor in the foreign policy of states because it is the most permanent."

Calls are now coming for training in geography for those who wish to specialize in diplomacy, international relations, economics or history. It is hoped that the Army, Navy, Air Forces, and Marines will never again be guilty of sending men into the field, into the air or over the seas without intensive training in map reading and interpretation. Many should be especially trained in cartography and photogrammetry. Modern maps will be made or improved more and more, through the use of the stereoscopic pictures taken from the air.

An insistent demand, long overdue, is coming from the high schools of this country; they are calling for work in geography. This may soon be the field from which more demands will come for well trained teachers than from any other. There are at least 29,000 high schools in this country. As they send in their calls for well trained geographers, they will want young men and women who are keenly interested in the fine art of teaching and with a Doctor's degree from some first-class school of geography.

With the awakening of greater interest in geography in the colleges and universities and a realization that this nation must take a large responsibility in world affairs, with geography being introduced into the training centers for those who would enter upon diplomatic service in foreign lands or represent great commercial or industrial houses abroad, with plans for more training in geography for all men entering the Army as officers, with an ever increasing demand from government agencies and publishing houses, we should experience a notable enlargement of each of the departments or schools of geography in this country. Indeed the demands for geographers in the next few decades will go far beyond any production that is possible in the few schools of geography that are now fully equipped. There should be a much greater development of strong, well-manned departments of geography in the leading colleges and universities of this country. The opportunities for service during the next two decades will be much greater than they have been in the last two.

The geography profession is undermanned for the job just ahead. The teaching of geography should be improved in the elementary schools, high schools, and colleges. Candidates should reach our graduate schools familiar with the basic sciences upon which geography is founded, with the principles underlying work in economic and human geography, and with some knowledge or experience in regional studies in geography. More universities should undertake work at the graduate level in geography. Such a program will demand a great increase in trained personnel. Every school that can produce good geography teachers should have its hands full for several decades.

Our Clark Graduate School of Geography has placed more well trained geographers in the profession than any other single school during the period of our existence. We are well and strongly represented in the faculties of the colleges and universities of this country, in the government departments in Washington, and in the Army and Navy of today. We are conscious and rightly proud of the fact that we are known internationally as a center for geographic training. Students have come to us from distant lands almost every year since the school was founded and we have alumni in the academic profession of several foreign countries. We know that our journal, *Economic Geography,* is read in every one of the enlightened or civilized nations of the world and that geographers of other countries, when they visit America, all plan to come to Clark and become acquainted with this center of geographic study.

What we have done is little more than the pioneer work. We have made but a good beginning. I look upon our work as part of a movement which is now getting well under way in America. There is today a grand outlook for a university that will continue to emphasize this field of study. The opportunities before us in the Graduate School of Geography are far greater than they were in 1920.

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THE BIBLIOGRAPHY

OF

WALLACE W. ATWOOD, B.Sc., Ph.D., D.Sc.,

President of Clark University and
Director, Clark Graduate School of Geography
1920-1945

Clark University Library
Worcester, Mass.

BIBLIOGRAPHY OF WALLACE W. ATWOOD,

B.Sc., Ph.D., D.Sc.,

President, Clark University, 1920-1945

Dr. Atwood began his work as an author in 1897 while a student at the University of Chicago. His first two publications were in association with Professor Rollin D. Salisbury, his favorite instructor at that university and a colleague from 1900 to 1912 when Dr. Atwood resigned from the faculty at Chicago to accept a professorship at Harvard where he took over the chair in Physical Geography formerly occupied by Professor William Morris Davis.

His first book publication in 1900 was based upon field studies conducted under the auspices of the Wisconsin Natural History Survey. The second volume, reflecting his continued interest in field studies, was based upon work done for the Illinois Geological Survey. Professional Paper No. 60, published by the U. S. Geological Survey in 1908, on the Interpretation of Topographic Maps, was in collaboration with Professor Salisbury. It was a comprehensive study of the contour maps issued by the Survey. Demands soon came in from all parts of the world for copies of this publication and reprintings were made until the plates were finally so worn that they were destroyed. The volume is still in use in many of the university laboratories in this country and in Europe. The only copies available are in second-hand bookshops.

Many of the technical works produced by Dr. Atwood reflect his continued interest in the work of the U. S. Geological Survey, of which he has been a member since 1900. An article now in press, reporting on field studies conducted in 1944 with a pack-train outfit, is based upon research which he is carrying on under the auspices of the Geological Survey in the Rocky Mountains of Montana.

Soon after moving east to Cambridge Dr. Atwood was approached by three publishing houses and urged to begin writing text books. He was persuaded finally by Ginn and Company to enter upon the work of preparing a series in geography. The invitation was particularly attractive to him for he was assured an opportunity to publish books just as he thought geography should be taught and to have the books provided with an entirely new series of maps prepared under his direction primarily as aids in the teaching of geography. The books were to be adequately illustrated with pictures from various parts of the world and printed with the greatest of care. The challenge to do his best for the schools of America appealed very strongly to Dr. Atwood.

The first of those volumes appeared in 1920. Nearly four million copies of that book, entitled "New Geography: Book II," the first in the Atwood Geographical Series, have now been distributed in the schools of this country or foreign lands. It is still in demand among a few of the many schools that adopted the book.

Dr. Atwood, while teaching and directing the Graduate School of Geography as well as administering the affairs of Clark University, next undertook the preparation of a full series of text books for the public schools beginning with a volume for the third grade and with books for the fourth, fifth, sixth, seventh, eighth, and ninth grades. At least fifteen separate volumes have now been issued in that series. In the preparation of some of these volumes Dr. Atwood has had junior or associate authors. He has prepared several volumes for the upper grades that are in active competition with each other. The volume now in press is for the Junior High School level and it may not appear until 1946. His various text books are very widely used throughout this country and many of them have been adopted in schools in foreign lands.

The series of text books soon called for supplementary workbooks, pamphlets, teachers' guides, and various manuals that the school people demanded. In the preparation of these Dr. Atwood has had help from various associates in authorship. There are twenty-two publications of this type. In addition, calls came for state supplements. The New England states were grouped together and in that way the number of special pamphlets prepared was reduced to forty-three. Many of the individual states have called for special editions of the text books and these have been prepared in accordance with the demands of the state courses of study. Altogether the individual volumes or pamphlets now incorporated in the Atwood Geographical Series published by Ginn and Company, number between 90 and 100. The last report on adoptions showed that there were 27,000 cities, towns, counties, or states where one or more of the books had been adopted for general use. This enterprise grew more rapidly than anyone had expected and has called upon the author to prepare a great many educational papers on the teaching of geography, and to speak in every one of the states, in many of them several times, at educational gatherings.

A few years ago a report was received which indicated that more than ten million copies of the books written by Dr. Atwood had been distributed. By this time the number is much larger. During a recent year even though the schools were short of funds for books about half a million new copies of the standard text books in the Atwood series were put into use in the schools, and a quarter of a million additional volumes were sold as workbooks or supplementary pamphlets. Since each regular text book purchased by a school system is used, on the average, by three or four students the number of American people who have received a part of their education through using these books is not less than 50 million. In some states these books have been used for ten or fifteen years and in those localities virtually all of the active citizens of today have been educated by the Atwood geographies. It may be properly said that these books have done much to broaden the horizon of American people and prepare the nation to recognize that we must take a very large responsibility in world affairs.

In addition to the elementary text books Dr. Atwood prepared and had published an advanced text book for use in colleges on "The Physiographic Provinces of North America." That volume is a technical treatment in his special field of geomorphology, and is based very largely on his own field studies in various parts of this continent. It was published in 1940.

The volume on "The Protection of Nature in the Americas," has been published in English and in Spanish. It was issued by the Pan American Institute of Geography and History, of which Dr. Atwood is a past president, and it has been distributed, free of charge, throughout the Western World. In that book the areas of special scientific or inspirational value which the various nations in the Americas have set aside as parks or national forests are described. The general problems involved in the protection of nature are presented from the standpoint of modern conservation.

The volume on "The Rocky Mountains," published by the Vanguard Press in 1945, was written for the general public. There is incorporated in the book a non-technical review of the physiographic history of the Rocky Mountains based upon field studies carried on by the author under the auspices of the U. S. Geological Survey during 26 field seasons. The volume also deals with the entertaining experiences of camp life, the work with pack trains, and the more human interest stories of the Rocky Mountain region. One chapter deals with the life of the prospectors and miners, another with the Indians, fur traders, white explorers, ranchmen and farmers. Finally tourists have come in to the mountain area in large numbers and they play today a very important part in the life of that region. There is a special chapter dealing with the national parks of the Rocky Mountains in the United States and Canada.

In 1925 Dr. Atwood founded the journal of Economic Geography which is published by the University. Dr. W. Elmer Ekblaw has served as assistant editor and other members of the staff of the Graduate School of Geography have helped as associate editors, but Dr. Atwood has continued to carry the responsibility of editor-in-chief of this publication since its foundation. Volume 20 was issued in 1944.

In addition to the technical volumes published chiefly by the U. S. Geological Survey or state surveys, the series of text books, and the popular volume on the Rocky Mountains, Dr. Atwood has contributed 140 journal, magazine articles or addresses which have been published beginning in 1897 and continuing up to the present day. There is one now in press which should appear during 1945 which will make the number of such publications 141, and the total number of items, including the volume to be published in 1946, in the bibliography is 223. Our library now contains copies of most of these publications.

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Key to the Exercises, Tests and Map Studies in "Home Life in Far-Away Lands." With Thomas, H. G. Boston, Ginn and Co., 1931, 1933.

Teachers' Manual to Accompany "Nations Beyond the Seas." With Thomas, H. G., Boston, Ginn and Co., 1931.

Teachers' Manual to Accompany "Home Life in Far-Away Lands." With Thomas, H. G., Boston, Ginn and Co., 1931.

Teachers' Manual to Accompany "The Americas." With Thomas, H. G., Boston, Ginn and Co., 1931.

Geography for the Elementary School. With Thomas, H. G., Boston, Ginn and Co., 1931.

Key to the Exercises Tests and Map Studies in "The United States Among the Nations." Boston, Ginn and Co., 1931.

Key to Exercises, Tests and Map Studies in "Nations Beyond the Seas." With Thomas, H. G., Boston, Ginn and Co., 1931.

Key to the Exercises, Tests and Map Studies in "The World at Work." Boston, Ginn and Co., 1932.

Manual to Accompany the New Regional and Political Wall Maps. With Atwood, Harriet, T. B. Chicago, A. J. Nystrom Co., 1932.

Teachers' Manual to Accompany "The World at Work." Boston, Ginn and Co., 1932.

Teachers' Manual to Accompany "The United States Among the Nations." With Thomas, H. G., Boston, Ginn and Co., 1932.

Key to the Exercises, Tests and Map Studies in "Our State and Continent." With Thomas, H. G., Boston, Ginn and Co., 1933.

Key to the Exercises, Tests and Map Studies in "South America and the Old World." With Thomas, H. G., Boston, Ginn and Co., 1933.

Teachers' Manual to Accompany "Our State and Continent." With Thomas, H. G., Boston, Ginn and Co., 1933.

Teachers' Manual to Accompany "South America and the Old World." With Thomas, H. G., Boston, Ginn and Co., 1933.

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Workbook in Geography to Accompany "Home Life in Far-Away Lands." With Thomas, H. G. and Collamore, Edna A., Boston, Ginn and Co., 1934.

Workbook in Geography to Accompany "The Americas." With Thomas, H. G., Boston, Ginn and Co., 1934.

Workbook in Geography to Accompany "The World at Work." Boston, Ginn and Co., 1934. Also N. Y. State Ed. with Thomas, H. G. and Whittemore, K. T.

Workbook in Geography to Accompany "Our State and Continent." Boston, Ginn and Co., 1935.

Workbook in Geography to Accompany "The Earth and Its People." Advanced Book. With Thomas, H. G. and Atwood, Rollin S., Boston, Ginn and Co., 1935.

Workbook in Geography to Accompany "South America and the Old World." With Thomas, H. G., Boston, Ginn and Co., 1935.

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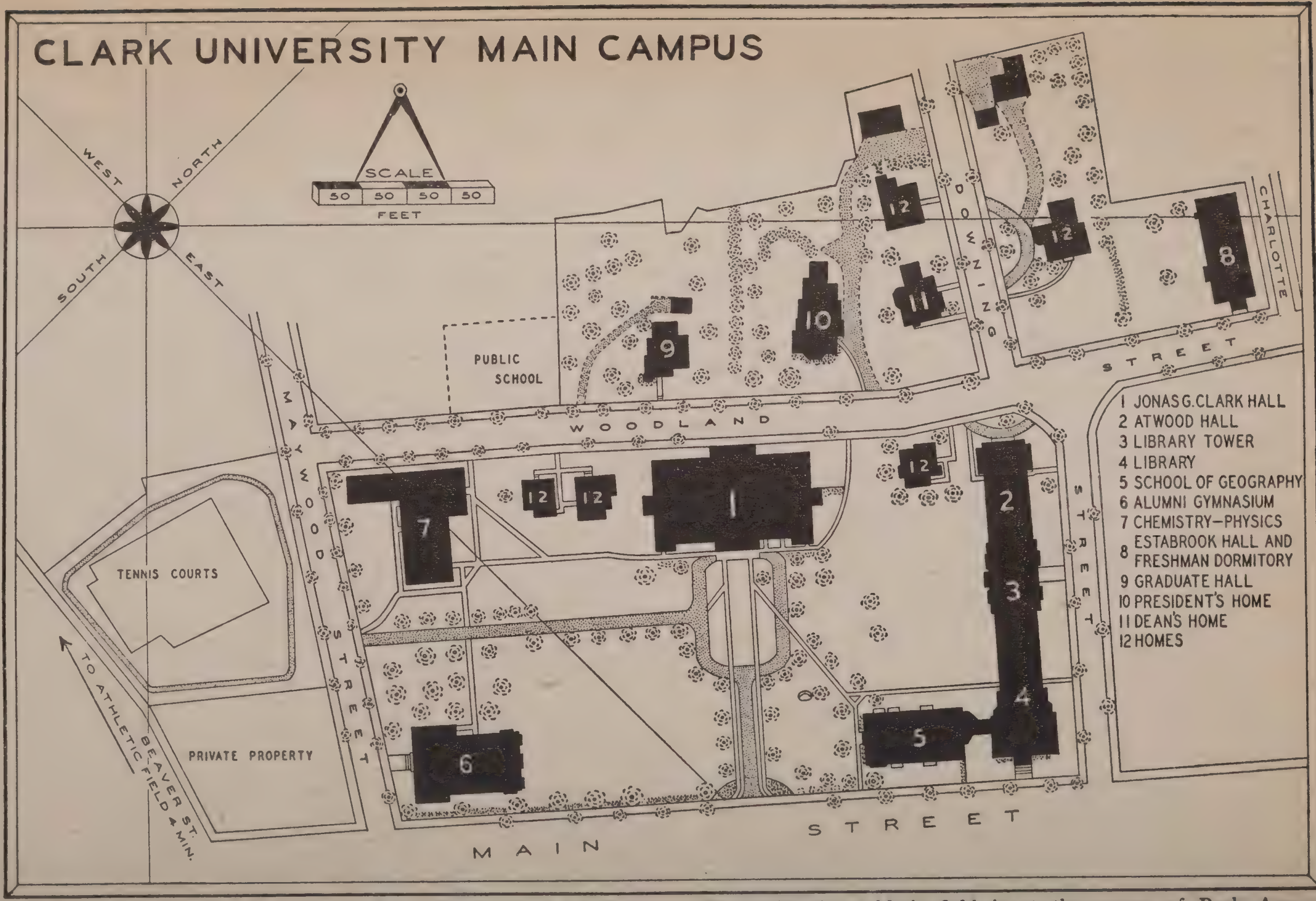
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WOODLAND
MAYWOOD STREET
MAIN STREET
STREET
PUBLIC SCHOOL
TENNIS COURTS
PRIVATE PROPERTY
BEAVER ST.
TO ATHLETIC FIELD 4 MIN.
1 JONAS G. CLARK HALL
2 ATWOOD HALL
3 LIBRARY TOWER
4 LIBRARY
5 SCHOOL OF GEOGRAPHY
6 ALUMNI GYMNASIUM
7 CHEMISTRY—PHYSICS
8 ESTABROOK HALL AND FRESHMAN DORMITORY
9 GRADUATE HALL
10 PRESIDENT'S HOME
11 DEAN'S HOME
12 HOMES
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The university campus is on South Main Street about a mile and a quarter from the City Hall. Here and on adjacent areas, as indicated by the map, the principal buildings are located.

The university athletic field is at the corner of Park Avenue and Beaver Street, and the Hadwen Arboretum is at the corner of Lovell and May Streets.

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Calendar

The academic year begins on the Monday before the fourth Thursday in September and ends thirty-five weeks later, near the end of May. It includes two semesters of sixteen weeks each and two vacation periods;—two weeks including Christmas Day and New Years Day, and a week near the first of April.

The first semester ends on the Saturday before the nineteenth Monday and the second semester begins on the nineteenth Monday of the academic year.

The Summer term begins about two weeks after the end of the regular academic year and continues for twelve weeks. The summer term is divided into two sessions of six weeks each.

Note: During the year 1944-45 the academic year consisted of two seventeen-week semesters.

1944		
Sept. 18	Monday	Beginning of academic year. Registration day.
Oct. 12	Thursday	Columbus Day. A holiday.
Nov. 11	Saturday	Armistice Day. Not a holiday. Mid-semester reports.
Nov. 22	Wednesday	Beginning of Thanksgiving recess at 5 P.M.
Nov. 27	Monday	End of Thanksgiving recess at 8 A.M.
Dec. 20	Wednesday	Beginning of Christmas recess at 5 P.M.
1945		
Jan. 2	Tuesday	End of Christmas recess at 8 A.M.
Jan. 15	Monday	Beginning of semester examination period.
Jan. 27	Saturday	End of first semester.
Jan. 29	Monday	Beginning of second semester.
Feb. 22	Thursday	Washington's Birthday. A holiday.
Mar. 24	Saturday	Mid-semester reports.
Mar. 31	Saturday	Beginning of spring recess at 1 P.M.
Apr. 9	Monday	End of spring recess at 8 A.M.
Apr. 19	Thursday	Patriot's Day. Not a holiday.
May 21	Monday	Beginning of semester examination period.
May 30	Wednesday	Memorial Day. A holiday.
June 2	Saturday	Commencement Day.
June 11	Monday	Beginning of first session of summer term.
July 4	Wednesday	Fourth of July. A holiday.
July 20	Friday	End of first session of summer term.
July 23	Monday	Beginning of second session of summer term. Registration day.
Aug. 31	Friday	End of Summer term.
Sept. 24	Monday	Beginning of academic year.
Oct. 3	Wednesday	Last day for payment of term bills.
Oct. 12	Friday	Columbus Day. A holiday.
Oct. 31	Wednesday	Last day for receiving applications for admission to candidacy for the Degree of Doctor of Philosophy in June 1946.
Nov. 11	Sunday	Armistice Day.
Nov. 12	Monday	Not a holiday.

Nov. 17	Saturday	Mid-semester reports.
Nov. 21	Wednesday	Beginning of Thanksgiving recess at 5 P.M.
Nov. 26	Monday	End of Thanksgiving recess at 8 A.M.
Dec. 18	Tuesday	Beginning of Christmas recess at 5 P.M.
1946		
Jan. 2	Wednesday	End of Christmas recess at 8 A.M.
Jan. 14	Monday	Beginning of semester examination period.
Jan. 26	Saturday	End of first semester.
Jan. 28	Monday	Beginning of second semester.
Feb. 2	Saturday	Last day for receiving applications for admission to candidacy for the Degree of Master of Arts in June 1946.
Feb. 6	Wednesday	Last day for payment of term bills.
Feb. 22	Friday	Washington's Birthday. A holiday.
Mar. 23	Saturday	Mid-semester reports.
Mar. 30	Saturday	Beginning of spring recess at 1 P.M.
Apr. 8	Monday	End of spring recess at 8 A.M.
Apr. 19	Friday	Patriot's Day. Not a holiday.
May 13	Monday	Beginning of semester examination period.
May 25	Saturday	End of academic year.
May 26	Sunday	Commencement day.
June 10	Monday	Beginning of first session of summer term. Registration day.
July 4	Thursday	Fourth of July. A holiday.
July 19	Friday	End of first session of summer term.
July 22	Monday	Beginning of second session of summer term. Registration day.
Aug. 30	Friday	End of summer term. Conferring of degrees.
Sept. 23	Monday	Beginning of academic year 1946-47.

BOARD OF TRUSTEES

Final authority in all matters pertaining to the University is lodged in the Board of Trustees by charter granted by the General Court of the Commonwealth of Massachusetts.

George H. Mirick (1920), Vice President	Worcester, Mass.
Alexander H. Bullock (1926), President	Worcester, Mass.
Leon E. Felton (1930), Secretary	Worcester, Mass.
Francis H. Dewey, Jr. (1934)	Worcester, Mass.
Robert H. Loomis (1936)	Boston, Mass.
Frank L. Adams (1938)	Worcester, Mass.
Howard M. Booth (1939)	Worcester, Mass.
Samuel H. Dolbear (1940)	New York, N. Y.
Carl E. Wahlstrom (1942)	Worcester, Mass.

ELECTED TO REPRESENT THE ALUMNI

Harold L. Fenner (1943) for two years
Henry L. Signor (1943) for three years
Raymond T. Gifford (1943) for four years, Treasurer
Thomas L. Patterson (1944) for four years

ADMINISTRATIVE OFFICERS

President of the University	Wallace Walter Atwood
Acting Librarian	Edith M. Baker
Dean of the College	Homer P. Little
Recorder	Lydia P. Colby
Bursar	Florence Chandler

University Staff

(Listed in order of academic seniority within each rank)

It is expected that the following members of the University Staff will be in attendance during the year 1945-46.

Wallace Walter Atwood, Ph.D., Sc.D. 160 Woodland St.
President, Professor of Physical and Regional Geography, and Director of the Graduate School of Geography, since 1920.
B.S., University of Chicago, 1897; Ph.D., 1903; Sc.D., Worcester Polytechnic Institute, 1944.

Homer Payson Little, Ph.D. 156 Woodland St.
Dean of the College and Professor of Geology since 1922.
A.B., Williams College, 1906; Ph.D., Johns Hopkins University, 1910.

Benjamin Shores Merigold, Ph.D., Sc.D. 17 Charlotte St.
Professor of Chemistry.
A.B., Harvard University, 1896; A.M., 1897; Ph.D., 1901; Sc.D., Clark University, 1941. Assistant Professor, 1903-08; Professor since 1908.

Haven Darling Brackett, Ph.D. 114 Woodland St.
Professor of Greek and Latin.
A.B., Amherst College, 1898; Ph.D., Harvard University, 1904. Instructor, 1904-06; Assistant Professor, 1906-12; Professor since 1912.

Loring Holmes Dodd, Ph.D. 88 Sagamore Rd.
Professor of Rhetoric. Curator of Art.
A.B., Dartmouth College, 1900; A.M., Columbia University, 1901; Ph.D., Yale University, 1907. Instructor, 1910-13; Assistant Professor, 1913-16; Associate Professor, 1916-20; Professor since 1920.

Samuel J. Brandenburg, Ph.D. 173 Woodland St.
Professor of Economics and Sociology since 1923.
A.B., Miami University, 1904; Ph.M., University of Chicago, 1909; Ph.D., University of Wisconsin, 1922.

Walter Elmer Ekblaw, Ph.D. 11 Wheeler Rd., N. Grafton
Professor of Geography.
A.B., University of Illinois, 1910; A.M., 1912; Ph.D., Clark University, 1926. Associate Professor, 1926-28; Professor since 1928.

Samuel Van Valkenburg, Ph.D. 11 South Flagg St.
Professor of Geography.
Ph.D., University of Zürich, 1918. Special Lecturer in Geography, second semester, 1926-27; Assistant Professor, 1927-29; Associate Professor, 1932-37; Professor since 1937 (February).

*GEORGE HUBBARD BLAKESLEE, Ph.D., L.H.D., D.Eng., LL.D.
Professor of History and International Relations

*Absent on leave, 1944-45

JESSE LUNT BULLOCK, PH.D. 35 Downing St.
Professor of Chemistry and Director of the Chemical Laboratories.
A.B., Harvard University, 1914; A.M., 1928; Ph.D., 1932. Assistant Professor, 1926-32; Associate Professor, 1932-37; Professor since 1937 (February).

VERNON JONES, PH.D. 267 Salisbury St.
Professor of Educational Psychology.
A.B., and A.M., University of Virginia, 1920; A.M., Columbia University, 1924; Ph.D., 1926. Associate Professor, 1926-38; Professor since 1938 (February).

DWIGHT ERWIN LEE, PH.D. 3 Woodman Road
Professor of Modern European History.
A.B., University of Rochester, 1921; A.M., 1922; Ph.D., Harvard University, 1928 (February). Assistant Professor, 1927-30; Associate Professor, 1930-38; Professor since 1938 (February).

ROBERT STANLEY ILLINGWORTH, A.M., ED.M. 209 Lovell St.
Professor of Dramatic Art. Alumni Secretary.
A.B., Clark University, 1917; A.M., Lafayette College, 1926; Ed.M., Harvard University, 1933. Associate Professor of English, 1931-38; Professor since 1938 (February). Director of the Summer School, 1935-41.

DAVID POTTER, PH.D. 113 South St., Auburn
Professor of Biology.
B.Sc., Massachusetts Agricultural College, 1916; M.Sc., 1923; Ph.D., Harvard University, 1932. Instructor, 1924-27; Assistant Professor, 1927-33; Associate Professor, 1933-38; Professor since 1938 (February).

CAREY EYSTER MELVILLE, A.B. 16 Isabella St.
Professor of Mathematics.
A.B., Northwestern University, 1901. Assistant in Mathematics, 1906-09; Instructor, 1909-11; Assistant Professor, 1911-18; Associate Professor, 1918-43; Professor since 1943. Registrar, 1914-32.

PERCY MARTIN ROOPE, PH.D. 2 Lovell Drive
Professor of Physics.
A.B., Clark University, 1920; A.M., 1924; Ph.D., 1927. Instructor, 1921-27; Assistant Professor, 1927-31; Associate Professor, 1931-43; Professor since 1943.

HENRY MORANT BOSSHARD, PH.D. 33 St. Elmo Rd.
Professor of German.
Ph.D., University of Zürich, 1919; M.Ed., Harvard University, 1921. Assistant Professor, 1927-32; Associate Professor, 1932-43; Professor since 1943.

DAVID MITCHELL DOUGHERTY, PH.D. 5 Columbine Rd.
Professor of Romance Languages.
A.B., University of Delaware, 1925; A.M., Harvard University, 1927; Ph.D., 1932. Assistant Professor, 1931-40; Associate Professor, 1940 (February)-1945 (February); Professor since 1945 (February).

OSCAR JASZI, PH.D. 171 Woodland St.
Visiting Professor of International Relations and Political Science since 1944.
Ph.D., University of Budapest, 1896. Assistant Professor in Political Science, University of Kolozsvar, 1912-18; Professor, University of Budapest, 1918-19; Oberlin College (Ohio) 1925-42; Head of Department, 1937-42.

ROBERT HEATH BROWN, PH.D. 193 Lovell St.
Associate Professor of Experimental Psychology.
A.B., Wesleyan University, 1932; A.M., Clark University, 1933; Ph.D., 1935. Assistant Professor, 1937-44; Associate Professor since 1944.

RUDOLPH FINK NUNNEMACHER, PH.D. 28 Copperfield Rd.
Associate Professor of Biology.
B.S., Kenyon College, 1934; M.A., Harvard University, 1935; Ph.D., 1938. Assistant Professor, 1939-44; Associate Professor since 1944.

JOHN ELDERKIN BELL, ED.D. 117 Forest St.
Associate Professor of Psychology since 1944.
B.A., University of British Columbia, 1933; M.A., Columbia University, 1941; Ed.D., 1942.

CLARENCE PENDLETON LEE, A.M 144 Woodland St.
Associate Professor of English since 1944.
A.B., Washington and Lee University, 1932; A.M., 1933; B.A., Oxford University (England), 1935.

GEORGE EDWARD HARGEST, M.ED. 7 Lowell St.
Assistant Professor of Economics and Business Administration since 1942.
B.S., Temple University, 1933; M.Ed., 1937.

ARTHUR EARL MARTELL, PH.D. Carlton Rd., Millbury, Mass.
Assistant Professor of Chemistry since 1942.
B.S., Worcester Polytechnic Institute, 1938; Ph.D., New York University, 1941.

EDWIN CHARLES ROZWENC, PH.D. 26 Havelock Rd.
Assistant Professor of American History since 1942.
A.B., Amherst College, 1937; M.A., Columbia University, 1938; Ph.D., 1941.

PAUL FISHER, J.D. 157 Woodland St.
Assistant Professor of Economics and Sociology since 1943.
Doctor of Political Science and Jurisprudence, University of Vienna, 1931.

PAUL FRANCIS MARBLE, A.M. Princeton, Mass.
Assistant Professor of English.
Ph.B., Brown University, 1930; A.M., 1933. Instructor in English 1939-44; Assistant Professor since 1944.

J. RICHARD REID, PH.D. 921 Main St., Leicester
Assistant Professor of Romance Languages since 1944.
A.B., Swarthmore College, 1935; A.M., Harvard University, 1936; Ph.D., 1943.

CARL S. MALMSTROM 11 Olga Ave.
Instructor in Music since 1943.

CLEMENS DE BAILLOU 939 Main St.
Instructor in German since 1945.
Drill Master in German, 1943-45.

MARGARET T. SHAY, A.M.
Director of Nursing Education since 1944.
B.S., New York University, 1942; A.M. 1943.

ERNEST RAYMOND WHITMAN 21 Maywood St.
Director of Physical Education.

OTHER MEMBERS OF THE STAFF

Gertrude Goller, M.S.S. Visiting Lecturer in Sociology.	18 Ashland St.
Guy H. Burnham, A.M. Cartographer, Graduate School of Geography.	19 Woodman Rd.
M. Hazel Hughes, B.Ed. Director of Student Activities in the Women's College.	638 Pleasant St.
Michael B. Fox, M.D. Medical Director for Men.	390 Main St.
Constance Kaliris, M.D. Medical Director for Women.	52 Downing St.

Florence Chandler Bursar.	18 Downing St.
Lydia P. Colby Recorder.	276 Highland St.

THE UNIVERSITY FACULTY, 1944-45

(Listed in order of academic seniority within each rank)

WALLACE WALTER ATWOOD, Ph.D. 180 Woodland St.
President, Professor of Physical and Regional Geography, and Director of the Graduate School of Geography.

HOMER PAYSON LITTLE, Ph.D. 156 Woodland St.
Dean of the College and Professor of Geology.

WILLIAM HOMER WARREN, Ph.D.
Professor of Organic Chemistry 1925-37.
Professor Emeritus.

DOUGLAS CLAY RIDGLEY, Ph.D.
Professor of Geography in Education, 1927-37.
Professor Emeritus.

PHILIP HUDSON CHURCHMAN, Ph.D.
Professor of Romance Languages, 1911-44.
Professor Emeritus.

LEROY ALLSTON AMES, A.M.
Professor of English Literature, 1915-1944.
Professor Emeritus.

BENJAMIN SHORES MERIGOLD, Ph.D., Sc.D.
17 Charlotte St.
Professor of Chemistry and Director of the Chemical Laboratories.

*GEORGE HUBBARD BLAKESLEE, Ph.D., L.H.D., D.Eng., LL.D.
Professor of History and International Relations.

HAVEN DARLING BRACKETT, Ph.D. 114 Woodland St.
Professor of Greek and Latin.

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*Absent on leave, 1944-45

LORING HOLMES DODGE, Ph.D. 88 Sagamore Rd.
Professor of Rhetoric. Curator of Art.

SAMUEL J. BRANDENBURG, Ph.D. 173 Woodland St.
Professor of Economics and Sociology.

*CLARENCE FIELDEN JONES, Ph.D.
Professor of Economic Geography.

WALTER ELMER EKBLAW, Ph.D. 11 Wheeler Rd.
Professor of Geography. N. Grafton, Mass.

HUDSON HOAGLAND, Ph.D.
Professor of General Physiology.

SAMUEL VAN VALKENBURG, Ph.D. 11 So. Flagg St.
Professor of Geography.

JESSE LUNT BULLOCK, Ph.D. 35 Downing St.
Professor of Chemistry.

*JAMES ACKLEY MAXWELL, Ph.D.
Professor of Economics.

VERNON JONES, Ph.D. 267 Salisbury St.
Professor of Educational Psychology.

*ARTHUR FLETCHER LUCAS, Ph.D.
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DWIGHT ERWIN LEE, Ph. D. 3 Woodman Rd.
Professor of Modern European History.

HENRY DONALDSON JORDAN, Ph.D. 171 Woodland St.
Professor of English History.

ROBERT STANLEY ILLINGWORTH, A.M., Ed.M.
Professor of Dramatic Art. 209 Lovell St.
Alumni Secretary.

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*Absent on leave, 1945-46

DAVID POTTER, Ph.D.
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113 South St.
Auburn, Mass.

CAREY ~~K~~EYSTER MELVILLE, A.B.
Professor of Mathematics.
16 Isabella St.

PERCY MARTIN ROOPE, Ph.D.
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2 Lovell Drive.

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33 St. Elmo Rd.

DAVID MITCHELL DOUGHERTY, Ph.D.
Associate Professor of Romance Languages.
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88 Morningside Rd

*DONALD E. SUPER, Ph.D.
Associate Professor of Educational Psychology.

*FREDERICK EUGENE MELDER, Ph.D.
Associate Professor of Economics and Business Administration.
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*ROBERT HEATH BROWN, Ph.D.
Associate Professor ofExperimental Psychology.
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*DUNCAN PECK MacDOUGALL, Ph.D.
Assistant Professor of Chemistry.

RUDOLPH FINK NUNNEMACHER, Ph.D.
Associate Professor of Biology.
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JOHN ELDERKIN BELL, Ed.D.
Associate Professor of Psychology
117 Forest St.

CLARENCE PENDLETON LEE, A.M.
Associate Professor of English Literature
144 Woodland St.

→

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*Absent on leave, 1944-45

**Absent on leave, 1st. sem, 1944-45.

PAUL FRANCIS MARBLE, A.M. Princeton, Mass.
Assistant Professor of English.

ARTHUR EARL MARTELL, Ph.D. 13 Kimball St.
Assistant Professor of Chemistry.

GEORGE EDWARD HARGEST, M.Ed. 7 Lowell St.
Assistant Professor of Economics and Business Administration.

EDWIN CHARLES ROZWENC, Ph.D. 26 Havelock Rd.
Assistant Professor of History.

* ROY C. GUNTER, Ph. D. Dodge, Mass.
Assistant Professor of Physics.

PAUL FISHER, J.D. 157 Woodland St.
Assistant Professor of Economics.

J. RICHARD REID,Ph.D. 921 Main St.
Assistant Professor of Romance Languages.since 1944. Leicester, Mass.

*NORRIS D. HOYT, Ph.D.
Assistant Professor of English.

CARL S. MALSTROM 11 Olga Ave.
Instructor in Music, Director of the Musical Organizations.

CLEMENS de BAILLOU 939 Main St.
Drill Master in German.

OTHER MEMBERS OF THE STAFF

GREGORY PINCUS, Ph.D. 60 Downing St.
Visiting Professor of Experimental Biology.

OSCAR JASZI , Ph.D. 171 Woodland St.
Visiting Professor of International Relations and Political Science since 1944.

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*Absent on leave, 1943-44

HERBERT P. BARNETT 19b. Elm St.
Cooperating Instructor in Practical Arts.

ELLIOT H. RODNICK, Ph.D. Worcester St. Hosp.
Assistant Professor (Affiliate) of Abnormal Psychology.

GERTRUDE GOLLER, M.S.S. 25 Lancaster St.
Visiting Lecturer in Sociology.

MARGARET T. SHAY, A.M. 3A. Allen St.
Director of Division of Nursing Education.

GUY H. BURNHAM, A.M. 19 Woodman Rd.
Cartographer, Graduate School of Geography.

Mme. RENE de MESSIERES Benton St.
Drill Master in French. Wellesley, Mass.

ERNEST RAYMOND WHITMAN 21 Maywood St.
Director of Physical Education.

M. HAZEL HUGHES, B.Ed. 638 Pleasant St.
Director of Student Activities in the Women's College, and Director of the Physical Education Dept. for Women.

MICHAEL B. FOX, M.D. 390 Main St.
Medical Director for Men.

CONSTANCE KALIRIS, M.D. 52 Downing St.
Medical Director for Women.

FLORENCE CHANDLER 18 Downing St.
Bursar

LYDIA P. COLBY 276 Highland St.
Recorder

Administrative Boards and Committees

THE UNIVERSITY FACULTY

The Faculty consists of the President, the Librarian, and all members of the staff giving regular courses of instruction. It has immediate supervision over the general educational work of the university and is responsible for the nomination to the Board of Trustees of candidates for baccalaureate degrees and for honorary degrees.

Secretary of the Faculty, Benjamin S. Merigold.

THE UNIVERSITY SENATE

An advisory board appointed by the President.

Samuel J. Brandenburg
Loring H. Dodd
David M. Dougherty
Robert S. Illingworth
Vernon Jones
Dwight E. Lee
Homer P. Little
Benjamin S. Merigold
Samuel Van Valkenburg

THE GRADUATE BOARD

The Graduate Board consists of the President and representatives of the departments offering advanced graduate instruction. It has general control of the work of the Graduate Division and is responsible for the nomination to the Board of Trustees of candidates for the degrees of Master of Arts and of Doctor of Philosophy.

President Wallace W. Atwood, *ex officio*
Samuel J. Brandenburg
Robert H. Brown
Jesse L. Bullock
W. Elmer Ekblaw
Vernon Jones
Benjamin S. Merigold
David Potter
Samuel Van Valkenburg
Dwight E. Lee, *Secretary*

THE COLLEGE BOARD

The College Board consists of the President, the Dean of the college, and six members of the Faculty, appointed by the President. It has immediate supervision over the work of the Undergraduate Division, subject to the control of the Faculty, and recommends to the Faculty candidates for the degree of Bachelor of Arts.

President Wallace W. Atwood
Dean Homer P. Little
} *ex officio*
Henry M. Bosshard
Haven D. Brackett
Robert H. Brown
Paul Marble
Percy M. Roope
Rudolph F. Nunnemacher, *Secretary*

THE COMMITTEE ON EXTENSION COURSES AND SPECIAL STUDENTS

The Committee exercises general supervision over "courses of college grade for adults" and over special students including candidates for the degree of Bachelor of Education, and recommends to the Faculty candidates for this degree.

President Wallace W. Atwood, *ex officio*
Samuel J. Brandenburg, *Chairman*
C. E. Melville, *Secretary*
John E. Bell
Henry M. Bosshard
Homer P. Little

THE COMMITTEE ON PERSONNEL AND ORGANIZATION

Elected annually to advise the President regarding the personnel and the organization of departments.

Haven D. Brackett
Vernon Jones
Dwight E. Lee
Homer P. Little
Benjamin S. Merigold

THE ACADEMIC COUNCIL

The Council, established by vote of the faculty, is appointed by the President of the University subject to regulations providing for the distribution of its membership among the various divisions and departments.

Its duties are to make recommendations regarding undergraduate educational policies, to check on the program of courses offered to undergraduates and to supervise "honors work", "senior surveys" and comprehensive examinations.

The President of the University, *ex officio*
The Dean of the College, *ex officio*
David M. Dougherty, *Chairman*
Arthur E. Martell, *Secretary*
Henry M. Bosshard
Robert H. Brown
Paul Marble
David Potter
Percy M. Roope
Edwin C. Rozwenc
Samuel Van Valkenburg

STANDING COMMITTEES OF THE GRADUATE BOARD

The President of the university is, *ex officio,* a member of all committees of the Graduate Board.

THE COMMITTEE ON CREDENTIALS

The committee passes upon applications for admission to the graduate division and makes recommendations to the Graduate Board in respect to fellowships and scholarships and candidacy for graduate degrees.

S. Van Valkenburg, *Chairman-Secretary*
Samuel J. Brandenburg
Vernon Jones
Benjamin S. Merigold

THE COMMITTEE ON PROFICIENCY IN FOREIGN LANGUAGES

The committee examines candidates for the degree of Doctor of Philosophy for proficiency in foreign languages.

H. M. Bosshard, Professor of German
David M. Dougherty, Professor of Romance Languages
A representative of the students' major department

STANDING COMMITTEES OF THE COLLEGE BOARD

The President of the university and the Dean of the college are, *ex officio,* members of all committees of the College Board.

EXECUTIVE COMMITTEE

Rudolph F. Nunnemacher, *Secretary*
Haven D. Brackett

THE COMMITTEE ON ADMISSIONS

Samuel J. Brandenburg
Robert S. Illingworth
Carey E. Melville
David Potter

THE COMMITTEE ON ATHLETICS

David Potter, *Chairman*
Ernest R. Whitman

COMMITTEE ON STUDENT FINANCES

Guy H. Burnham, *Chairman*
George E. Hargest
Ernest R. Whitman

COMMITTEE ON SOCIAL AFFAIRS

Edwin C. Rozwenc, *Chairman*
M. Hazel Hughes

COMMITTEE ON FRATERNITIES

W. Elmer Ekblaw
Dwight E. Lee

COMMITTEE ON PUBLICATIONS

Dwight E. Lee, *Chairman*
Henry M. Bosshard
Percy M. Roope

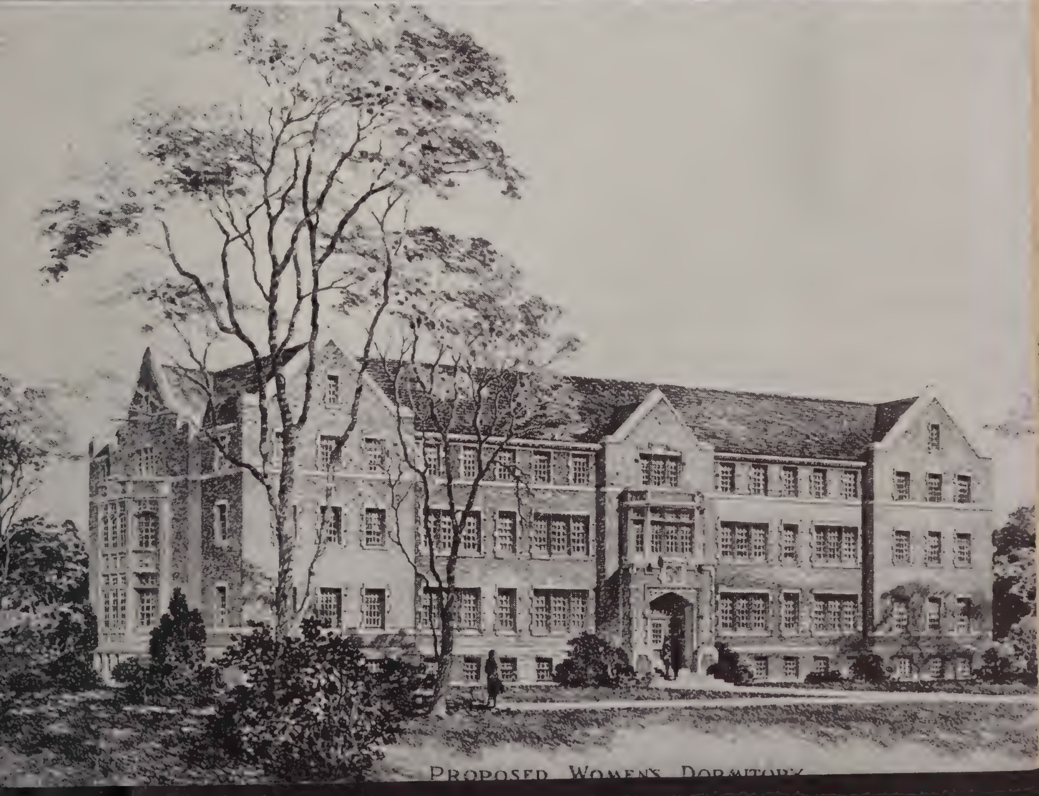
COMMITTEE ON STUDENT PERSONNEL

Henry M. Bosshard, *Chairman*
Robert H. Brown
Paul F. Marble

THE COMMITTEE ON VETERANS

David M. Dougherty, *Chairman*
John E. Bell
Percy M. Roope
Samuel Van Valkenburg

CLARK
UNIVERSITY
1887



Proposed Women's Dormitory

General Information

Clark University is located in Worcester, Massachusetts, an industrial and educational center with a population of about two hundred thousand. It is approximately forty miles from Boston and from Providence, R. I., and about two hundred miles from New York City.

ORGANIZATION

The UNIVERSITY includes:

THE UNDERGRADUATE DIVISION (Clark College) offering to men a general college course leading to the degree of Bachelor of Arts and a vocational course leading to the degree of Bachelor of Business Administration.

THE UNDERGRADUATE DIVISION OF BUSINESS ADMINISTRATION which supervises, in the college, the program leading to the degree of Bachelor of Business Administration.

THE WOMEN'S COLLEGE offering to women, in coöperation with Clark College, courses leading to the degrees of Bachelor of Arts and Bachelor of Business Administration.

THE UNDERGRADUATE DIVISION OF NURSING EDUCATION offering to graduate nurses a vocational course leading to the degree of Bachelor of Science in Nursing.

THE GRADUATE DIVISION offering advanced instruction leading to the degrees of Master of Arts and Doctor of Philosophy.

THE GRADUATE SCHOOL OF GEOGRAPHY offering programs leading to graduate degrees in geography.

THE GRADUATE DIVISION OF INTERNATIONAL AFFAIRS offering programs leading to graduate degrees in international affairs.

THE GRADUATE DIVISION OF EDUCATION, in the Department of Psychology and Education, offering programs leading to the degree of Master of Arts in Education.

THE SUMMER SCHOOL: merged with the summer term in 1942.

THE EXTENSION DIVISION: inactive during the war.

THE LIBRARY with a separate endowment, offering opportunities for study and research.

THE ART DEPARTMENT with a separate endowment for the preservation and expansion of the art collection.

THE CLARK UNIVERSITY PRESS is associated with the university in the publication of scientific books and journals.

DEPARTMENTS at present offering courses of study are:

- Ancient Languages and Literatures
- Biology
- Chemistry
- Economics and Sociology

English Language and Literature
Fine Arts
Geography
Geology
German Language and Literature
History and International Relations
Mathematics
Physics
Psychology and Education
Romance Languages and Literatures

Courses in music and in the cultural development of various peoples are offered in the Department of Fine Arts.

Courses in business administration are afforded under the supervision of the Undergraduate Division of Business Administration.

Courses for candidates for the degree of Bachelor of Science in Nursing are offered by the Undergraduate Division of Nursing Education.

THE ACADEMIC YEAR

The academic year, as established by vote of the faculty in the spring of 1945, consists of two sixteen-week semesters. For the present a twelve-week summer term supplements the regular academic year.

The "first semester" begins on the Monday before the fourth Thursday in September and ends on the Saturday before the nineteenth Monday of the academic year. The "second semester" begins on the nineteenth Monday and ends on the Saturday before the thirty-sixth Monday.

Commencement Day, at the end of the second semester, falls within the last ten days of May.

There are three recesses during the college year: Thanksgiving Day and the two days following; two weeks including Christmas and New Year's Day; and a week near the first of April. University exercises are suspended also on Washington's Birthday and Memorial Day.

The summer term begins on a Monday early in June and continues in session for twelve weeks.

The summer term makes it possible for an undergraduate to complete the requirements for a bachelor's degree in three calendar years or less. It is an integral part of the college year for those who take advantage of it.

The summer term is divided into two six-week sessions. The program for the second session is designed to meet the needs of teachers in the public schools and others who, in normal times, would attend a six-week summer school.

Students are expected to be present on the first day of each term and to continue in attendance from day to day to the end of the term.

ADMISSION

Three classes of students are admitted:

1. Undergraduates. For requirements see announcement of the Undergraduate Divisions.

2. Graduate students. For requirements see announcement of the Graduate Divisions.

3. Special students. (a) Mature persons, not candidates for a degree, who wish to take advantage of the opportunities for study afforded by the university, and who give satisfactory evidence of adequate preparation for the work which they wish to undertake. (b) Candidates for the degree of Bachelor of Education.

Special students are under the supervision of the Committee on Extension Courses and Special Students: they are not classified as college students or as graduate students.

The university reserves the right to require the withdrawal at any time of any student whose record in either conduct or scholarship fails to meet the expectations implied by his admission.

Requests for information and for application forms should be addressed to CLARK UNIVERSITY, 950 MAIN STREET, WORCESTER (3), MASSACHUSETTS.

MATRICULATION FEE

A matriculation fee of $5 is required of all students at the time of their first enrollment in Clark University.

Persons who attend as "auditors" are not required to matriculate.

Official statements of record are issued by the Recorder of the university for matriculated students only.

TUITION

Beginning September 1945, tuition will be increased from $240 to $300.

The charge for an additional course will be increased from $48 to $60.

Tuition for graduate students will be increased from $24 to $30 per course for each semester.

The regular academic year. Tuition for undergraduates with programs of not more than five courses is $240 for the "academic year." Undergraduates who enroll for more than five courses pay additional tuition at the rate of $48 per course. (Each undergraduate also pays a yearly "activities fee" of $20.)

Tuition for graduate students with normal programs is $240 per year. Graduate students who enroll for less than a full program are charged at the rate of $24 per year for each "credit hour."

One half of the annual tuition and of the activities fee is collected at the beginning of each semester.

If tuition is not paid within ten days after the beginning of a semester the enrollment of the student lapses. A student whose enrollment has thus lapsed may be re-enrolled, with the permission of the proper administrative officer, on payment of the overdue tuition with an additional fee of $2.

Special students. Tuition for special students is at the rate of $10 per semester hour.

Summer term. Tuition in the summer term, with a normal program, is $48 for each session of six weeks. Tuition is charged at the rate of $8 per semester hour for other programs.

A normal undergraduate program consists of two courses. Each course meets for five sixty-minute periods weekly.

Tuition is due and payable at any time before 5 P.M. of the Thursday following the beginning of each session of the summer term.

The following regulation was adopted by the trustees on March 28, 1931:

"No refund of tuition and no release of obligation to pay tuition shall be made because of failure for any reason on the part of a student to complete the work of any semester after it is begun."

During the national emergency the university has made a pro rata allowance for the unused portion of the tuition paid by any student who has left the university to join the armed forces of the United States or its allies.

LABORATORY FEES AND DEPOSITS

Laboratory fees, payable at the time of registration, are charged in undergraduate "laboratory courses" as follows:

$10 for each course (six semester hours).

$5 for each half-course (three semester hours).

For courses yielding other amounts of credit the fees are adjusted on the above basis.

A "breakage deposit" is required in all undergraduate "laboratory courses" in chemistry. These deposits are collected by the Bursar, at the time of registration, according to the following schedule:

$20 for any one of the courses in the following list: 110, 111, 215.

$30 for any two of the above courses taken concurrently.

$10 for each year course, excepting those listed above.

$5 for each half course, excepting those listed above.

For courses yielding other amounts of credit, the deposits are adjusted on the above basis.

The Bursar returns any unused balance and collects any charge for breakage in excess of the deposit, after the course is completed.

Graduate students taking undergraduate courses pay the same fees and deposits as undergraduates.

A deposit of $25 is required of each graduate student in the department of chemistry, at the beginning of the year. Ordinary supplies and materials are charged to the student's account at cost. Any balance remaining is refunded at the end of the year.

DIPLOMA FEES AND PUBLICATION FEES

For a bachelor's degree, the diploma fee, $5, is due at the beginning of the term in which the candidate expects to complete work in residence for the degree.

For a master's degree, the publication fee, $10, and the diploma fee, $10, are due when formal application for admission to candidacy for the degree is filed.

For the degree of Doctor of Philosophy, the publication fee, $15, and the diploma fee, $25, are due when formal application for admission to candidacy for the degree is filed.

MISCELLANEOUS FEES

Each freshman pays an "induction period fee" of $2.00.

The "activities fee" is listed in connection with "tuition."

Graduate students who use the gymnasium pay a fee of $10 per year.

Graduate students in geography pay, in addition to the regular tuition, a "camp fee," a "workroom fee" and a "classroom-materials fee." For details see the announcement of the Graduate School of Geography.

DINING HALL

Board at the dining hall is furnished at a reasonable rate which has varied from year to year. During the current year the charge is $8.50 per week, with *no refunds for absences except in cases of protracted illness.*

Undergraduates who do not live in their own homes are required to board at the dining hall.

DORMITORIES

Freshman men not living in their own homes or with near relatives are required to room in Estabrook Hall.

Women students who do not live in their own homes or with near relatives are required to room in the Women's Dormitory.

The charges for rooms in Estabrook Hall are as follows:

For all rooms, except those on the mezzanine floor:
Suite of two rooms occupied by two men, $125 per year for each occupant.
Suite of two rooms occupied by one man, $150 per year.
Single room occupied by two men, $110 per year for each occupant.
Single room occupied by one man, $135 per year.

For rooms on the mezzanine floor:
Single room occupied by two men, $115 per year for each occupant.
Single room occupied by one man, $135 per year.

The charges for rooms in the Women's Dormitory are as follows:

Single room, $150 per year.
Double room, $100 per year for each occupant.

Dormitory room rent is payable either in advance or one-fifth at the beginning of each semester and one-tenth on the first day of November, December, January, March, April and May. Each student is required to deposit $25 before occupying a room. This deposit is returned, less a charge for lights and any charges for damages to the room or its furnishings, when the key to the room is surrendered to the Bursar.

Rooms are assigned to freshmen in order of application, when the application is accompanied by the deposit of $25. Students who indicate a desire to room together will be accommodated whenever possible. Rooms not required for freshmen may be rented by upper classmen or by graduate students.

EXPENSES

A student in the college who lives in the dormitory and boards at the dining hall will find that the necessary cost for a college year (September to June) is about $750 in addition to personal expenses. This expense is distributed as follows:

Annual fees	
Tuition	$300.00
Room rent	100.00 to 150.00
Board (32 weeks at $8.50)	272.00
Activities fee	20.00
Laboratory fees (estimated)	10.00
Books and supplies (estimated)	25.00
Total	$727.00 to $777.00
Non-recurring fees, collected in the first year only	
Matriculation fee	$5.00
Induction period fee	2.00

The Library

EDITH M. BAKER, *Acting Librarian*
HELEN J. ELLIOTT, *Cataloguer*

Assistants

MARION HENDERSON	JANICE RIPLEY

Student Assistants

AZARIAH BEDROSIAN	THOMAS GOREAU
GEORGE CORFIELD	MONA WEISER

The library, under the terms of Mr. Clark's will, received one quarter of his estate for the "support and maintenance of a university library." Thus the library is well endowed and is able to provide amply for the needs of all departments. It contains about 174,000 bound volumes and pamphlets, and the reading room receives 612 journals.

A new stack room in the form of a tower has been added to the library, which should provide for fifty years' growth.

Particular attention is paid to the needs of students engaged in research work. The library already possesses a good collection of complete sets of the best scientific periodicals. It makes liberal purchases for individual needs and supplements these by drawing upon the resources of the older and larger libraries through the inter-library loan system. The number of books added each year is about 2,500.

The books in the art collection are accessible on application to the Librarian, but by the terms of the founder's will they may not be taken from the building.

Tuesday morning of each week, all books recently added to the library are placed upon a table in the reference section, where they remain for one week. This affords the members of the university an opportunity to examine the new books in all departments before they are placed upon the shelves for circulation.

The library is open from 8 A.M. to 8 P.M. each week day (except on legal holidays), during the regular sessions of the university. During the summer term the library is open from 8 A.M. to 6 P.M.

In addition to the facilities provided by the university library, students may avail themselves of several other excellent libraries in the city; the Worcester Public Library, the library of the American Antiquarian Society, housed in the national headquarters of the society in Worcester, the library of the Worcester District Medical Society and the library of Holy Cross College.

THE ART COLLECTION

Loring Holmes Dodd, *Curator of Art*

In his last will and testament the founder of the university bequeathed to it his collection of oil paintings and other works of art, together with the sum of $100,000 as a permanent and separate endowment for the maintenance and enrichment of the "art department." Under these conditions a large room on the upper floor of the library building has been furnished and equipped with overhead lighting. In this room are displayed a selection from Mr. Clark's paintings and other works of art, his most valuable and finely bound books, and additional objects, especially portraits of persons of long and eminent service to the university. Special exhibitions are arranged from time to time.

The Undergraduate Division

"CLARK COLLEGE"

The college offers a general program leading to the degree of Bachelor of Arts, and vocational programs leading to the degrees of Bachelor of Business Administration and Bachelor of Science in Nursing.

ADMISSION TO THE FRESHMAN CLASS

Inquiries regarding admission and requests for blank forms should be addressed to the Dean of the College, Clark University, Worcester, Mass. Application for admission should preferably be made by March 1. *No application received after August 1 can be promised consideration.*

An applicant for admission to the freshman class is required to furnish satisfactory "character references." He must also furnish his records in any preparatory schools which he has attended. Records of entrance examinations which he may have taken and of action by any other college in respect to his admission are also required.

The completion of a four-year high school course or its equivalent, including fifteen acceptable units of credit, is normally required for admission to the freshman class. The term "unit" is understood to mean approximately one-quarter of the pupil's normal program of work for the school year.

The "fifteen acceptable units of credit" must include:

- Required subjects, 5 units.
  - English 3 units (4 years).
  - *Mathematics, 2 units (algebra and geometry).
- Restricted electives, 7 or more units chosen from:
  - Foreign language, 2, 3, or 4 units. (The college does not accept less than 2 units in any foreign language.)
  - Social sciences, 2 or 3 units (history, government, civics, economics, etc.)
  - Natural sciences, 2 or 3 units (physics, chemistry, biology, etc.)
  - Mathematics, 1 or 2 units (in addition to required units).
- Free electives; not more than 3 units, at the discretion of the committee on admissions, in subjects recognized by the applicant's preparatory school in its regular program.

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*Applicants expecting to specialize in "science" are advised to present at least 3 units of mathematics.

Quality Requirements. Applicants whose references are satisfactory and who are "certified" in fifteen acceptable units will be admitted without conditions. A principal may also give "blanket certification" without consideration of specific subjects. In doing so he accepts complete responsibility for the student's success in college.

Applicants who present fourteen "certified" units and one "pass" unit may be admitted with *one condition* (see below) ; applicants who present thirteen "certified" units and two "pass" units may be admitted with *two conditions.* No applicant with less than thirteen acceptable units of "certified" credit or its equivalent will be accepted without examination, unless his average grade places him in the highest quarter of the class with which he graduates from high school. Applicants who qualify under this provision may be admitted "with two conditions," at the discretion of the Dean of the college.

Certificates are accepted from schools in New England under the regulations of the New England College Admissions Board.

A certificate from a school which lies outside of the jurisdiction of the board may be accepted and will be interpreted in the spirit of the regulations of the board. It will be assumed that the school is willing to be judged in respect to continued certification privilege, on the basis of the college records of the candidates in subjects which are "certified."

War-time Emergency Provisions. The Faculty has voted as a war-emergency measure that high-ranking students who have completed, with satisfactory records, three and one-half years of preparatory school study may be considered for admission to the college.

Entrance Examinations. Applicants who cannot present the necessary number of "certified" units should arrange in consultation with the Dean of the college to take "College Board" examinations. The college will determine in each case what constitutes a satisfactory record in the examinations.

Conditions. Conditions may be in specified subjects, or may be general, in the latter case indicating some deficiency in the candidate's preparation as a whole.

Applicants who are accepted "with conditions" have an opportunity to free themselves from these conditions before enrolling, by satisfactory records in "College Board" examinations.

Conditions are removed if, at the end of freshman year, the student has met the scholarship requirements for regular standing, namely, no failures and grades above D+ in three-fourths of the normal credit for the year.

A last chance to remove conditions is offered by "College Board" examinations after the end of the freshman year and before the beginning of the sophomore year.

Each condition not removed before the beginning of the sophomore year is replaced by an additional requirement for graduation amounting to one half course.

ADMISSION WITH ADVANCED STANDING

A student who wishes to enter the college after attending another institution of college grade is required to submit a letter of honorable dismissal, a complete transcript of his record at the institution last attended and such other information as the Committee on Admissions may request. If he is admitted he will be provisionally classified as a freshman, sophomore, junior, or senior and will be permitted to register for a program corresponding to this classification. He will not be given a final class rating until he has been in residence for at least one term.

After a term in residence he will be given conditional credit for the work done elsewhere to an amount determined by vote of the College Board, on the recommendation of the Recorder and the departments concerned.

Graduates of the three year course of the Worcester Art Museum school may be admitted as candidates for the bachelor's degree with the rank of *junior* in the college.

The bachelor's degree will not be conferred upon a student until he has spent at least a year in residence at Clark University, and usually not unless the period of residence includes the two semesters immediately preceding the granting of the degree.

THE WAR EMERGENCY ACCELERATED PROGRAM

One result of our national emergency has been the attempt of institutions of higher education to speed up their undergraduate program in order that their students may make the maximum possible progress toward completing the requirements for a degree before responding to the call of their country.

Since 1942, Clark University has offered an "accelerated program" of college work which permits a student who takes advantage of the twelve-week summer term to complete the requirements for a bachelor's degree in three calendar years. In exceptional cases the time may even be shortened to two years and eight months.

FACULTY ADVISERS

When a student is admitted to the college he is assigned to a member of the faculty who will act as his adviser. The adviser will assist the student in making up his program of studies for registration and will be ready at all times to afford him help and counsel, either in regard to problems of college life or other matters.

FRESHMAN INDUCTION PERIOD

The freshman class of the men's college assembles at the college on Friday before the opening of the academic year to become acquainted and to complete various important preliminaries before the beginning of class work. If conditions warrant, the induction period is spent at some suitable place in the country, not too far from Worcester. This involves a small special charge.

REGISTRATION

Registration of a program of studies for each term of the college year takes place at or before the beginning of the term. Due notice of registration periods is given. Failure to register before the end of the periods designated involves a charge of $1 for each day's delay up to a maximum of $5.

Changes in registration may be made, on forms supplied by the Recorder, within a reasonable time after the beginning of any term.

Freshmen may register for programs of either five or six courses in the first term. In subsequent terms programs of six courses are restricted to students whose average grade in all courses for the preceding term has been C+ or better, except in the case of seniors. A senior whose graduation depends upon the completion of a program of six courses may register for such a program if his average grade for the preceding term has been C— or better.

The designation of a *major subject* is required as part of registration at the beginning of a student's second year in college. This election when once recorded may be changed only with the approval of the Dean. Although the *major subject* is not officially recorded until the student's second year in college, he should plan his program from the beginning with his probable choice in mind.

STUDENT PROGRAMS

The curriculum permits considerable freedom of adjustment to individual differences of interest. Each student's program of studies includes a group of courses constituting a *major,* also courses in English, in foreign language, and in fine arts or music, and other courses chosen under regulations intended to insure a reasonable distribution of work among the various departments. A large part of each program is made up of courses chosen without restriction.

For statements regarding courses which may be combined to form a *major,* the announcements of the different departments should be consulted.

A regular student normally carries a program of five courses in addition to required work in physical training, from September to

June. In general it is expected that a course meeting three times weekly will require two hours of preparation for each lecture or recitation. Laboratory periods are usually three hours in length.

A student carrying the regular program should expect his college work to require from forty-five to fifty hours of his time per week, in addition to the work in physical training.

A candidate for the bachelor's degree in less than the normal period of time will generally carry a program of six courses and should expect to spend his entire time on college work.

Subjects in which instruction is offered are grouped in four divisions:

Division A. Biology, botany, chemistry, experimental psychology, geology, mathematics, meteorology, physics, physiology.

Division B. Economics, education, geography, history, international relations, psychology, sociology.

Division C. Ancient languages, English, German, romance languages.

Division D. Fine arts.

A first-year student must make up his program entirely from courses designated as "Open to Freshmen.'

A candidate for the degree of Bachelor of Arts must include the following courses in his program for the freshman year:

1. English 11.
2. A course in foreign language.
3. A course in division A.
4. A course in division B.
5. An elective. (Mathematics 10 or 11 for students intending to major in division A.)

Any first-year requirements which have not been completed must be included in the program of courses for the second year.

Candidates for the degrees of Bachelor of Business Administration or Bachelor of Science in Nursing will follow programs outlined under the announcements of the Undergraduate Division of Business Administration, or the Undergraduate Division of Nursing Education, respectively.

Undergraduates, other than freshmen, may enter any course listed "primarily for undergraduates," for which, in the judgment of the instructor in charge, they are prepared. Seniors and juniors who have completed the published prerequisites are admitted, at the discretion of the instructor in charge, to courses listed "for advanced undergraduates and graduate students." Undergraduates are not admitted to courses "primarily for graduate students" except in rare cases, and then only by special vote of the College Board and the approval of the secretary of the Graduate Board.

Regular physical exercise is required of all students for the general promotion of their health and mental efficiency. This is scheduled at times which avoid conflict with recitation hours. *Students are usually excused from this requirement only on the recommendation of the college physician.*

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

All college regulations involving a quantitative statement of "credit" are expressed in terms of "courses."

A "course" as a unit of credit normally implies three or four class meetings or laboratory exercises per week throughout two semesters and constitutes one-fifth of a student's normal program. Where departments offer fractional courses, these will be combined in reckoning a student's total credit in courses.

A student in good standing in the college will be recommended for the degree of Bachelor of Arts whenever he completes all of the following requirements, unless in the judgment of the College Board there is cause for withholding this recommendation.

1. *Residence.* Not less than three academic years of college study in residence. At least one full year and usually the last year before the degree is conferred must be spent at Clark University.

2*. *Course requirements.* Eighteen courses, in addition to a "senior survey", and the passing of a comprehensive examination in the major subject.

   A satisfactory scholarship record must be maintained throughout the entire program.

3. *Physical training.* Three years of physical training, two hours per week. (Three times a week throughout the entire college course, during the present national emergency.)

   This requirement in physical training is in addition to the "course requirements" as stated above.

4. A *major,* i.e. seven courses, approved by the student's major department. Four or five of these courses must be in the major department, the remaining two or three must be in subjects related to the major subject.

   Of the fourteen semester grades recorded in a student's *major,* at least eleven must be C or better.

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*By vote of the faculty (April 5, 1943) the stated requirements for graduation will not go into effect until the end of the war emergency.

Until that time the requirements will be twenty courses except in the case of "accelerating students," who will be graduated upon the completion of nineteen courses.

Mathematics is a requirement in the freshman year for a student who intends to major in division A. This course may be included in the seven courses constituting the *major.*

Elementary Greek or Latin is a requirement in the freshman year for a student who intends to major in division C, unless at least two units of one of these languages have been accepted for admission. This course may be included in the seven courses constituting the *major.*

5. *English.* (a) English 11, or its equivalent; a requirement in the freshman year for all candidates for the degree of Bachelor of Arts.

   (b) An additional half course in English literature, composition or public speaking.

   (c) Satisfactory proficiency in the use of English.
6. *Fine Arts or Music.* A half course chosen from the following list: Fine Arts 10, 11, 13, or 15; Music 12; French 113; German 14 or 141; Greek 123; Spanish 113.
7. *Foreign language.* (a) One course in foreign language, required in the freshman year.

   (b) One course in a foreign language at or beyond the level of third-year college courses in that language. This requirement may be met by the course required in the freshman year.
8. *Division A.* Two courses. These courses may not be distributed between more than two *fields* of study.

   Courses in the history of the sciences are not counted toward the fulfilment of this requirement.
9. *Division B.* Two courses. These courses may not be distributed between more than two *fields* of study.

GRADING AND SCHOLARSHIP

At the end of each term a final grade—in terms of A, excellent; B, good; C, average, D, poor; F, failure—is reported for each course. The modifying symbols plus (+) and minus (—) are used to indicate variations within each general classification. A report of "incomplete" is permitted only when severe sickness or some equally unavoidable circumstance prevents the completion of a course. Failures may not be "made up," except by repeating the course.

Courses with grades of D+, D or D— may be counted toward a bachelor's degree only up to a maximum of one-quarter of the total credit required; i.e., not more than five (5) such courses, or their equivalent in fractional courses, may be counted. If grades are not given in some of the twenty courses required for the degree, the maximum credit which may be counted with grades of D+, D or D— is reduced to one-quarter of the total credit from courses in which grades are given.

CLASSIFICATION OF STUDENTS

Students are classified as freshmen, sophomores, juniors or seniors on the basis of the amount of credit toward the bachelor's degree shown by their records at the beginning of each academic year. It is to be noted that this classification involves the question of quality as indicated in the preceding section. Neither length of residence nor number of courses completed will change a student's classification unless the required quality of work has been done.

Any student who, at the beginning of any term, is clearly in a position to complete the requirements for the degree before the beginning of the next term is classified a *senior*.

GENERAL HONORS

First honors and *second honors* are awarded annually to members of each class who have, in the judgment of the College Board, distinguished themselves by their scholarship during the year.

The bachelor's degree is awarded *with honor, with high honor,* and *with highest honor* to members of each graduating class whose records, in the judgment of the College Board, warrant this distinction.

DEPARTMENTAL HONORS

An "honors program," leading to the degree of Bachelor of Arts *with honors in a particular department,* may be undertaken by a member of the junior class if his cumulative scholarship average places him among the highest third of his class. This plan permits an able student in coöperation with his "honors' adviser", to organize the work of his junior and senior years into a unified program which may include a certain number of "honors courses." In these he works with a considerable measure of independence under the supervision of "honors adviser". A maximum of two "honors courses" may be included in the program of any candidate for departmental honors.

Application for honors work should be made, in writing, to the major department not later than the first day of May of the sophomore year.

Admission to candidacy for departmental honors does not relieve a student from any of the standing regulations of the college except as specifically stated above. If a student's candidacy for honors is terminated for any reason, the amount of credit, if any, to be allowed for special "honors courses" will be determined by the College Board in consultation with the major department.

Estabrook·Hall

PINE PATH
THE ARK

SCHOLARSHIP SOCIETY

The Clark Scholarship Society was organized in 1914. Its object is, "to maintain a high and broad conception of scholarship; to encourage devotion to scholarship, so conceived; to promote a close relation for mutual benefit between the undergraduate members and the faculty members of the society." Membership in the society is open to members of the faculty. Student members are elected at the end of the junior year. The selection is made from students with highest standing in the junior class. Nominations are made by the College Board and the undergraduate members of the society elect from the students so nominated. Additional nominations are made at the middle and end of the senior year.

ABSENCES

Regulations applying to absences from scheduled class meetings and laboratory exercises are based upon the conviction that such absences, regardless of their cause, involve a loss to the student and a drag upon the class. Students are, accordingly, expected to be consistently regular in attendance. Subject to this general provision, students are given a considerable degree of freedom in the control of their attendance. It is expected that such freedom will not be abused, and that it will contribute to the growth of each student's sense of responsibility.

Detailed regulations in harmony with the foregoing principles are posted on the official bulletin board for the guidance of students. They are also published in the Students' Handbook, issued annually. Students are expected to familiarize themselves with these regulations.

Special regulations apply to attendance at the weekly assemblies and physical training.

EXTRA-CURRICULAR ACTIVITIES AND STUDENT LIFE

Student life at Clark is, as would be expected at a small institution, friendly and informal. Fixed rules and regulations are few, the assumption being that students will conform to the recognized standards of morality, good order, and gentlemanly conduct. College activities are, however, under sufficient faculty oversight to insure responsibility in business dealings and consideration of the welfare of the individual student and of the college community.

The Activities Fee. Athletics and several non-athletic activities are partially supported by the "activities fee." This fee admits a student, without additional charge, to all athletic contests held on the college grounds, provides him with the college newspaper and admits him to plays and concerts presented by the dramatic and musical clubs.

Activities. Intercollegiate activities are, with a few exceptions, suspended "for the duration". A steadily increasing intramural program of athletic sports gives opportunity for widespread participation in games and contests of various sorts.

Opportunities for recreation, outside of athletics, are found in dramatic clubs and musical clubs, under expert direction; in editing and publishing the college newspaper (*The Scarlet*) and the senior yearbook (*The Pasticcio*); also in such organizations as the Debating Club and International Relations Club. Gryphon, the senior honorary society, plays an important part in campus life. Non-athletic activities are under the supervision of Faculty Advisers. A Student Judiciary Committee meets monthly to consider problems brought to its attention by students or faculty.

Weekly teas at the Alumni Gymnasium give opportunity for informal social contacts with members of the faculty and their wives and with fellow-students. Formal "proms," informal "Bohemes" and fraternity activities furnish further opportunities for social life. For many students, the most prized opportunity for social contacts is in the offices and laboratories, where members of the faculty may be visited with ease and freedom. The small size of Clark College encourages an intimacy which would be much more difficult to obtain in a large institution.

Eligibility. Participation in organized extra-curricular activities is denied only when a student's scholastic record indicates that continuance in an activity might be responsible for scholastic failure. A student is "eligible" if he is enrolled in a regular program of five courses and if at the end of any half term he has (a) "passed" in all courses and been graded at least C— in one of them, or (b) "passed" in all but one course and been graded at least C— in two of them.

Any student carrying less than a full program of studies is ineligible unless his program permits graduation at the end of the term in which the reduced program is carried.

A special student is not a college student and is therefore not authorized to participate in competitive college "activities". The College Board may, however, permit such participation in the case of a special student who is enrolled for a full program (five courses). Special students may participate in non-competitive activities under special regulations established by the College Board.

Students admitted with advanced standing from another college are ineligible during the first half term of residence at Clark College.

Ineligibility becomes effective the eleventh day after the beginning of a half term and continues through the tenth day of the succeeding half term.

SCHOLARSHIPS

Applications for undergraduate scholarships should be filed at an early date on forms which may be secured at the college office.

THE JONAS G. CLARK SCHOLARSHIPS, established by the trustees, provide either full tuition or half tuition for undergraduate male students from outside of Worcester.

To be eligible for a scholarship award an entering student must have averaged in the upper third of his preparatory school class. The scholarship committee may continue the award from term to term as long as the student maintains an average in the upper half of his college class.

THE THEODORE T. and MARY G. ELLIS FUND provides scholarships covering half tuition or, in some cases, full tuition for male residents of Worcester who are students in "the collegiate department of Clark University." The eligibility requirements are the same as for Jonas G. Clark Scholarships.

THE SANFORD MEMORIAL SCHOLARSHIP FUND, established by alumni of the university, provides an annual scholarship, amounting at present to $200, for a male undergraduate.

THE LIVERMORE AND AMBULANCE SCHOLARSHIP was endowed by citizens of Worcester in honor of Charles Randall Livermore, the first Clark man to fall in battle in the World War, and of his companions in the Clark Unit of Ambulance Drivers. Fifty dollars or more is awarded annually, on the basis of academic success, character, and usefulness to the college. This scholarship is for male students who are residents of Worcester County.

THE HENRY A. WILLIS FUND provides scholarships for male students from Fitchburg, Massachusetts, and vicinity. In the absence of suitable candidates from this community grants may be made to others.

THE HELEN BREWSTER RANDOLPH MEMORIAL SCHOLARSHIP, established by the late Professor Randolph, provides about $250 annually for scholarships for male college students, preferably those whose "major" is a foreign language.

THE GORDON A. HUBLEY SCHOLARSHIP FUND of approximately $25,000 was bequeathed by Alice B. Hubley in memory of her son, a graduate of the college in the class of 1910. The income is to be used for the assistance of male undergraduates who are residents of Worcester.

The B'nai Brith Scholarship, provided by the Worcester chapter, Order of B'Nai Brith, is primarily but not exclusively for the aid of Jewish students.

The Probus Club of Worcester offers a scholarship of one hundred dollars.

The Harry G. Fager Scholarship of the Odin Club is awarded annually to some young man of superior scholarship and personality, with limited means and of Scandinavian blood, from Worcester or vicinity. This scholarship, $200, is awarded every second year to a student at Clark University.

The Clark University Faculty Women's Club offers scholarships to students who rank high in intellectual and personal qualities. The club is assisted by alumnae and wives of alumni.

The Clark University Alumnae Association has, for several years, offered a scholarship of one hundred dollars to an undergraduate.

Aid given in the form of scholarships is not regarded as a loan. It is recognized, however, that those who receive such aid may wish to return the amount in later years. Any sums received from this source will be added to the Alumni Loan Fund of the College.

LOAN FUNDS

Loans are covered by endorsed notes payable at a fixed date and bear interest at the rate of 4 per cent per year. Interest received from loans is in all cases added to the fund from which the loan was made.

The Alumni Loan Fund is a permanent revolving fund established by the trustees and the alumni. To this has been added a fund of about $500 contributed by L. Kelly Foster, C. B. L. Kelley, Isador Lubin, H. M. Smith, and others.

The Estabrook Loan Fund was created by the generosity of the late Arthur F. Estabrook of the Board of Trustees.

The Haskell Talamo Loan Fund has been established by relatives and friends of the late Doctor Haskell Talamo, A.B., Clark University, 1916.

The Louis N. Wilson Fund. Income from this fund is used as a revolving loan fund for male students in the college.

Loans from the funds described above are made to undergraduates by the Dean of the college in coöperation with the Alumni Committee on Loans.

THE SARAH M. THURBER LOAN FUND was established by the late Dr. Charles H. Thurber, former president of the Board of Trustees, as a memorial to his mother. The fund is administered by the President of the university.

The Women's College of Clark University

By action of the Board of Trustees, the Women's College of Clark University was established in the fall of 1942, for the benefit of young women who wish to attend a liberal arts college in Worcester.

All courses of instruction available for men are open to women. The requirements for admission and for a bachelor of arts degree are identical with those for men, and the same tuition and fees are charged. (See earlier section of this catalogue, where requirements and fees are dealt with in detail.)

Undergraduate women who do not commute from their own homes are expected to live in the women's dormitory. If other arrangements are desired, written request from a parent or guardian must be sent to the Dean's office and the Dean's approval must be obtained.

Suitable provision has been made for the comfort and convenience of women students while on the campus. A large room on the first floor of Jonas G. Clark Hall, attractively decorated and comfortably furnished, is used by the women as a lounge and study-room and as a center for their activities. They also have excellent gymnasium and luncheon room facilities.

The general supervision of the extra-curricular activities of women students is in the hands of Miss M. Hazel Hughes, director of student activities. The Women's College has an Advisory Board composed of representative Worcester women who are interested in the educational program, and who advise the administration on matters of general policy. The wives of members of the faculty coöperate with the women students in the planning and conduct of social affairs.

ATHLETICS

Women students use their own gymnasium for practice but have the use of the university gymnasium for games with outside organizations. All students are examined at the beginning of the year by a woman physician, who lives in the neighborhood and is readily available when needed.

Several types of athletics are open to women. In the fall hockey and tennis are played outdoors. Tennis tournaments are held both spring and fall and a cup is awarded to the winner. During the winter months basketball is the principal organized athletic activity. In the spring archery, as well as tennis, is popular.

There is also a physical fitness program, designed to improve posture and general health. Beginning in 1945-46, all women students will be required to attend a one semester course, "Health Education," given by Miss Shay. This will cover the principles of healthful living. Attendance at classes in physical training is required twice a week for the first two years. Training in group sports is required during the junior year. Swimming and life saving courses are available through arrangements with the Young Women's Christian Association.

Students receive free tickets to all athletic events.

STUDENT ACTIVITIES

The Women's College has its own student government and class officers who direct student activities. A social committee plans parties and group meetings. There is a small but interested group which has formed an Inter-Faith Association which holds regular meetings.

Women students may join many of the organizations of the men's college. They serve on *The Scarlet*—the college newspaper, *The Pasticcio*—the college yearbook, and are eligible for membership in the debating society and glee club. The women students participate in the dramatic productions, both in acting and assisting with stage settings and costumes. The girls are represented on the "Boheme Committee" which plans the college dances, on the Student Activity Fund Committee, and on the Judiciary Council. As the Women's College grows new student organizations will be formed as the need arises.

ADMISSION AND SCHOLARSHIPS

As stated above, requirements for admission are outlined in detail in an earlier section of this catalogue. In addition to admissions to the freshman class, admission to the upper classes by transfer from other colleges is possible.

For scholarship aid to women the Trustees each year make a special grant, varying in amount with the established need.

The Clark University Women's Club and the Clark University Alumnae Association each offer two scholarships. The Swedish National Federation has a scholarship awarded annually to a deserving student of Scandinavian stock from Worcester or vicinity. The Soroptimists Club of Worcester has provided a scholarship for a woman student. Other special awards have been made possible by friends of the college.

Correspondence regarding admission and requests for application blanks should be addressed to:

THE WOMEN'S COLLEGE, CLARK UNIVERSITY, 950 MAIN ST.,
WORCESTER (3), MASS.

FRESHMAN INDUCTION PERIOD

The freshman class of the women's college assembles at the college on Friday before the opening of the academic year to become acquainted and to complete various important preliminaries before the beginning of class work. If conditions warrant, the induction period is spent at some suitable place in the country, not too far from Worcester. This involves a small special charge.

The Division of Business Administration

WALLACE W. ATWOOD, President of the University.

HOMER P. LITTLE, Dean of the College.

SAMUEL J. BRANDENBURG, Professor of Economics and Sociology.

ROBERT S. ILLINGWORTH, Professor of Dramatic Art.

JOHN E. BELL, Associate Professor of Psychology.

GEORGE E. HARGEST, Assistant Professor of Business Administration.

PAUL FISHER, Assistant Professor of Economics and Sociology.

EDWIN C. ROZWENC, Assistant Professor of History.

PAUL F. MARBLE, Assistant Professor of English.

ADMINISTRATIVE COMMITTEE

SAMUEL J. BRANDENBURG, *Chairman*

GEORGE E. HARGEST HOMER P. LITTLE

PURPOSE OF THE DIVISION

The Division of Business Administration is an integral part of the undergraduate college of Clark University. It offers a four-year undergraduate course of study covering the basic general principles of business, as well as the principles and techniques of special phases of business. A student who completes the course should be able to perfect his skill in his special job more quickly, to adapt himself to general business requirements more readily, and to relate his job to the entirety of modern economic enterprise more intelligently than one who lacks this training.

POSSIBLE WAR-TIME ADJUSTMENTS

Disturbed world conditions and uncertainty as to the future may deter some capable students from entering upon a four-year curriculum leading to a degree even in the shorter period (two years and eight months) required by the "accelerated" war-time program. At the same time government and war industries are urgent in their demands for speedy training of young persons for varied types of service.

Students whose time is limited may therefore select courses of immediate practical value, without present regard to degree requirements; should such students later return and become candidates for the degree, work already completed can be adjusted to the degree requirements without serious loss.

Members of the faculty may also be affected by war-time emergencies; hence the division cannot guarantee that all courses will be offered as announced. The division is confident however, that despite uncertainties, it can sustain an adequate program of work.

ADMISSION

Applicants for admission to the freshman class in the Division of Business Administration are accepted on the same basis as other applicants for admission to the college, except that the secondary school units presented for admission may be distributed as follows:

Required subjects	8 units	*Elective studies*	7 units
English	3 units	(of which as many as 3 units may be in commercial subjects)	
Mathematics (algebra)	1 unit		
Foreign language	2 units	Total	15 units
Social studies	2 units		

As a war-time emergency measure high-ranking students who have completed three and one-half years of high school study may be admitted to the college. Each application under this provision is given careful individual consideration.

THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

The division recognizes that there are fundamental principles and methods common to all business enterprises; it also realizes that the entering student should be oriented in these principles. A uniform program is, therefore, required of all freshmen and certain other additional courses are required before graduation. The uniform freshman program is as follows:

First Semester	*Second Semester*
Eng. 11a Composition	B.A. 14b Business English
Econ. 12 Industrial and Commercial History	Econ. 12 Industrial and Commercial History
B.A. 11a Fundamentals of Business	B.A. 13b Business Mathematics
B.A. 117 Principles of Accounting	B.A. 117 Principles of Accounting
Elective and Physical Training	Elective and Physical Training

Additional Requirements

Additional courses required of all candidates for the Bachelor of Business Administration degree are:

B.A.	16	Business Statistics
B.A.	18	Business Organization and Finance
B.A.	20	Business Law
Econ.	11	Principles of Economics
Econ.	13	Money and Banking
Eng.	12	Public Speaking
Hist.	12b	American Government

At the beginning of the sophomore year, each candidate for the degree of Bachelor of Business Administration will, in consultation with his faculty adviser, elect his field of concentration from one of the four following programs of study:

The Area Program (Given in cooperation with the School of Geography and the Modern Language Departments)
The Personnel Program (Given in cooperation with the Psychology Department)
The Accounting Program
The General Program

Description of Programs

THE AREA PROGRAM

Interest in the revival of international trade is constantly increasing. Even while this war is in progress, the United Nations are seeking through international understandings to lay the foundations for an expanded foreign trade. One of the imperative needs for maintaining this expanded trade is a well-trained force of men and women who combine a knowledge of foreign languages and trade customs with an understanding of sound business principles. The Division of Business Administration, with the special cooperation of the School of Geography and the Modern Language Departments, offers the Area Program as a means of meeting this need. This University's experience in training Army personnel for service in foreign countries demonstrated the practicability of a course which combines a knowledge of geography, history, and economics with a command of the spoken language and culture of the great world trading areas.

A candidate who elects the Area Program as a field of concentration must also select the trade area in which he desires to specialize.

It is normally expected that the candidate will, in addition to the prescribed courses, include the following:

The Conversation and Composition courses in at least one foreign language
The special correspondence course in at least one foreign language

Economic Geography
International Trade
American Government
Personnel Management
Other courses pertinent to the area of concentration.

THE PERSONNEL PROGRAM

We may expect after this war, as after World War I, a demand for thoroughly trained men and women in the field of personnel management. The program offered by this division, with the special cooperation of the Department of Psychology, provides the student with a knowledge of the fundamental principles and basic techniques of business, with special emphasis upon managerial problems. The psychological techniques and methods of the personnel manager are thus brought into relationship with the economic, social, and legal aspects of the labor problem.

It is normally expected that the candidate will, in addition to the prescribed courses, include the following:

Industrial Management
American Government
Labor Problems
Tests, Measurements applied to Psychology and Educational Problems.
Psychological and Statistical Methods
Clinical and Industrial Psychology
Personnel Management
Government and Industry

THE ACCOUNTING PROGRAM

Education for the accounting profession must extend far beyond the mere command of accounting technique. The increased importance of the role of government in business and the present tendency for further integration and combination of business units have placed new and important duties upon the profession. The records and statements that the accountant must now analyze and prepare penetrate every phase of modern economic activity. A broad background in business has become a prerequisite for the professional accountant. This program offers the student a well-rounded knowledge of economics, finance, and management, as well as a command of accounting techniques.

It is normally expected that the candidate will, in addition to the prescribed courses, include the following:

Intermediate Accounting
Advanced Accounting
Cost Accounting
Auditing
Office Management
Industrial Management

THE GENERAL PROGRAM

The student who desires to enter business, but is not attracted to any of the three special programs, or who wants to defer specialization to a later period, should choose this general business program. He will thus receive instruction in basic business principles and techniques, and will be enabled to view business in its broader aspects. This program also offers a larger opportunity to arrange a course of study to suit individual needs.

Courses required for the degree, which are offered in other departments:

Economics	11.	Principles of Economics
Economics	12.	Industrial and Commercial History
Economics	13.	Money and Banking
English	11.	English Composition
English	12.	Public Speaking
History	12b.	American Government

During the academic year 1944-1945, the following courses were given: 11a, 13b, 16, 117, 18, 128, 20.

COURSES OFFERED EACH ACADEMIC YEAR

11a. Fundamentals of Business. The course introduces the internal problems of a business enterprise; field trips provide an opportunity to observe how the business concerns of the community meet these problems.
First semester. Tu. Th. S., 11. MR. FISHER

13b. Business Mathematics. An elementary course designed to give the necessary foundation for an understanding of the mathematics involved in business transactions.
Open to freshmen.
Second semester. Tu. Th. S., 11. MR. FISHER

14b. Business English.
Open to freshmen.
Omitted, 1944-45.

16. Business Statistics, Business Charts, Graphs and Reports. Methods of analyzing and presenting statistical data with special reference to business and economic problems. Applications of statistical methods to quantitative business and economic material, with practice in presentation of such data in tabular and graphic forms.
Indivisible course.
Through the year. M. W. F., 9. MR. HARGEST

117. Principles of Accounting. The organization and use of financial records, with emphasis on their interpretation as well as on the technique of procedure.
Indivisible course.
Through the year. Tu. Th., 9; Th., 2. MR. HARGEST

18. Business Organization and Finance. A unified year course in the financial structure of modern industry. Emphasis is placed on the nature of the business corporation, its financial practices, and the problems of internal financial control.
Through the year. Tu. Th. S., 11. MR. HARGEST

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1945-46.

181a. Industrial Management.
182b. Office Management.
21b. Business Cycles.
24. Marketing, Selling and Advertising.
227. Auditing.
237. Advanced Accounting.

***112. Introduction to Personnel Management.** For students of personnel problems as they appear in education, industry and office work; the selection, training and management of manpower in private and public business.
Through the year. MR. FISHER

127. Intermediate Accounting. A study of the difficulties encountered in actual accounting practice, and the theoretical considerations that govern in distinguishing sound from unsound policies in the determination of valuations, reserves, classifications of profit-and-loss items, and allocation as between accounting periods, etc.
Indivisible course. MR. HARGEST

***128. Cost Accounting.** A study of cost-finding systems, with special reference to basic principles in accounting for materials, labor and burden. Emphasis is placed upon the use of forms and special books and the preparation of appropriate statements.
Indivisible course.
Through the year. Tu. Th. S., 12. MR. HARGEST

***20. Business Law.** The principles of law, as applied by the courts, in settling disputes which arise out of business transactions. Cases centering about the law of contracts, property, sales, negotiable instruments, agency and other divisions of commercial law are studied.
Through the year. Tu. Th. 1:30, 4. MR. FISHER

The Division of Nursing Education

ADVISORY COUNCIL

WALLACE W. ATWOOD, President of Clark University, Chairman, *ex officio*

MRS. ALBERTA M. TRUNCK, Director of Nurses, Worcester City Hospital, Co-chairman

RUDOLPH F. NUNNEMACHER, Associate Professor of Biology, Secretary

HOMER P. LITTLE, Dean of the College

DAVID POTTER, Professor of Biology

MISS ELEANOR BOWEN, Assistant Professor of Nursing, Boston University

MISS MARGARET L. BOYLE, Director of Public Health Nurses, Worcester

DR. BARDWELL FLOWER, Superintendent, Worcester State Hospital

MISS ERMA M. KUHN, Superintendent of Hahnemann Hospital

MISS EDNA D. LAWSON, Superintendent of Harvard Hospital

MISS MARY A. MAHER, Supervisor, Schools of Nursing for the Massachusetts State Board of Nursing

MISS ELLA L. PENSINGER, Executive Director, Worcester Society for District Nursing

MISS ELLA M. RAFUSE, Director of Nursing Education, Worcester City Hospital

MRS. KATHARINE M. STEELE, Superintendent of Nurses, Worcester State Hospital

The Division of Nursing Education was established in the spring of 1944 to offer courses leading to the degree of Bachelor of Science in Nursing. The permanence of this Division will depend on the response to this offering as reflected by the enrollment during a trial period.

The programs are planned to meet the needs of students who wish to prepare for positions as teachers, supervisors or administrators in schools of nursing.

ADMISSION REQUIREMENTS

Graduation from high school or its equivalent and state registration as a professional nurse, acquired or pending, are necessary for admission as a candidate for the degree of Bachelor of Science in Nursing.

The credentials of candidates must indicate that they have the personal, academic, and professional qualifications necessary for success in the program which they wish to enter.

Registered professional nurses not candidates for a degree, who wish to take advantage of the opportunities for study afforded by the university may take courses in the Division of Nursing Education. These individuals will be classified as special students.

Applicants for admission should address inquiries to

DIVISION OF NURSING EDUCATION, CLARK UNIVERSITY,
WORCESTER (3), MASS.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN NURSING

One hundred and twenty semester hours of college credit are required for the degree. Credit of about thirty semester hours will normally be granted to a registered professional nurse for graduation from a school of nursing of recognized standing. Additional credit of about sixty semester hours must be earned in regular courses offered by Clark University, according to the following schedule.

Prescribed work:	Semester hours
Division A. (biology, chemistry, mathematics, physics, and experimental psychology)	12
Division B. (economics, education, geography, history, psychology, and sociology)	12
Division C. (English)	9
Division D. (fine arts)	3
	36
Electives:	
Division A, B, C, or D	24
Total	60

The additional semester hours needed for the degree must be obtained in the major field, nursing education.

Descriptions of courses offered by the various departments may be found elsewhere in this catalog under the heading "Departmental Announcements".

SCHOLARSHIP STANDARDS

Candidates for the degree of Bachelor of Science in Nursing will be required to meet the scholarship standards which apply to candidates for the degrees of Bachelor of Arts and Bachelor of Business Administration.

TUITION AND FEES

A statement covering tuition, fees and other expenses will be found in the earlier pages of this catalog.

During the academic year 1944-45, the following courses were given: 201a and b, 202a, 203a, 204b, 205b, 206b.

COURSES OFFERED EACH ACADEMIC YEAR

201a and b. Principles and Methods of Teaching in Nursing Education. The principles of education as they are applied to group instruction in the school of nursing and public health field are considered. Factors involved in learning are reviewed. The evaluation of methods and materials used and the results of teaching is emphasized.

Either semester, two semester hours. W., 5:45-7:45. Miss Shay

Given in the first semester 1944-45 for three semester hours.

202a. Teaching in the Hospital Unit. Discussion and practice in methods of teaching adapted to the hospital unit; selection and organization of materials of instruction; evaluation of student practice are considered.

First semester, two semester hours. Tu., 5:45-7:45 P.M.

Given in the first semester 1944-45 for three semester hours.

Miss Shay

203a. Trends in Nursing and Nursing Education. The course deals with a general survey and interpretation of trends and problems in the rapidly changing fields of nursing and nursing education.

First semester, two semester hours. Tu., 8-10 P.M. Miss Shay

Given in the first semester 1944-45 for three semester hours.

204b. Supervision in Hospitals and Schools of Nursing. The organization and administration of a democratic supervisory program in relation to nursing services is considered. The supervisor's responsibility for the guidance of head nurses and other personnel, and the evaluation of the program are emphasized.

Second semester, two semester hours. M., 8-10 P.M. Miss Shay

205b. Methods and Materials of Instruction in Nursing Arts. The subject matter offered in the first nursing course in the basic professional program is studied. Methods and materials necessary for effective teaching are considered. Health teaching in the curriculum is stressed.

Second semester, two semester hours. Tu., 5:45-7:45 P.M.

Miss Shay

206b. Administration in the Nursing Unit. The problems of the junior executive, head nurse, in the hospital are considered. Principles of management, supervision of personnel; cooperative relationships with other services; and the evaluation of results are studied.

Second semester, two semester hours.
M., 5:45-7:45 P.M. MISS SHAY

207a. Evaluation and Construction of Nursing Procedures. The course is planned to help the student develop the ability to use scientific techniques and research methods in the evaluation and construction in nursing procedures.

First semester, two semester hours. M., 8-10 P. M.
New course, to be offered in 1945-46. MISS SHAY

208a. Health Teaching in the Nursing School Curriculum. The organization and administration of an effective health program in the school of nursing is studied. Principles and techniques useful in helping the student nurse become a teacher of health are investigated.

First semester, two semester hours. M., 5:45-7:45 P.M.
New course, to be offered in 1945-46. MISS SHAY

209b. Administration and Organization in Schools of Nursing. The course deals with the principles of administration and organization in schools of nursing. It includes discussion of the history, control, purpose, faculty, student selection and guidance, records and reports of schools of nursing. Prerequisites, course 201 and permission of the instructor.

Second semester, two semester hours. Tu., 8-10 P.M.
New course, to be offered in 1945-46. MISS SHAY

210. Dynamics of Personality. A consideration of the principles of personality organization and adjustment with emphasis on psychological defense mechanisms of the normal person and the behavior disorders.

Second semester, three semester hours. Hours to be arranged.
New course, to be offered in 1945-46.

ADVANCED CLINICAL PROGRAM IN PSYCHIATRIC NURSING

Prerequisites: Affiliation in or graduation from a school of nursing associated with a hospital for the care of the mentally ill.

The program is offered through the cooperation of Clark University and Worcester State Hospital. It extends over a period of forty eight consecutive weeks, and consists of an integrated plan of theory and practice. Applicants may enter in the fall or spring semester. At the satisfactory completion of the course thirty semester hours of credit toward the Bachelor of Science Degree in Nursing will be given and the student will be granted a certificate in Advanced Psychiatric Nursing.

The first term (sixteen weeks) spent at Clark University includes courses from the social and biological sciences. It attempts to give the student a foundation for the more specialized work to follow.

The second term (sixteen weeks) is spent in Worcester State Hospital where an especially well qualified faculty offer advanced clinical material. Field work at this time consists of practice in the principles and techniques which are presented in the classroom.

During the third term (sixteen weeks) the student studies subjects at Clark University in Nursing Education which are integrated with field work as a junior executive and clinical teacher under guidance in Worcester State Hospital.

Plan of the Program (forty eight consecutive weeks).

First term

Place: Clark University

Subjects	Semester hours
General Psychology	3
Dynamics of Personality	3
Sociology	3
Physiology	3
Principles and Methods of Teaching in Nursing Education	3
Total	15

Second term

Place: Worcester State Hospital

Subjects	Hours per week
Neuropsychiatry	4
Advanced Psychiatric Nursing	2
Therapeutic Approaches to Psychiatric Nursing, including Chemotherapy, Diet Therapy, Educational Therapy, Hydrotherapy, Occupational Therapy, Recreational Therapy, Shock-Therapy.	2
Field Work	24
Total	32

Third term

Place: Clark University and Worcester State Hospital

Subjects	Hours per week
Community Aspects of Psychiatric Nursing	4
Trends in Nursing and Nursing Education	3
Teaching in the Hospital Unit	2
Administration in the Hospital Unit	2
Field Work	24
Totals	35

Opportunities are available for maintenance in return for part time work.

For further details write to:

MARGARET T. SHAY, *Director*
Division of Nursing Education
Clark University
Worcester 3, Massachusetts.

The Graduate Division

Admission to the graduate division is open to properly qualified persons, both men and women.

Instruction and opportunities for study leading to the degrees of Master of Arts and Doctor of Philosophy are offered by the following departments:

Chemistry
Economics and Sociology
Geography
History and International Relations
Psychology

The Division of International Affairs offers work in that field leading to the degrees of Master of Arts and Doctor of Philosophy.

The Division of Education, in the Department of Psychology and Education, offers training leading to the degree of Master of Arts in Education.

Other departments offer courses of an advanced nature which, with the consent of the Graduate Board, may be included in the programs of graduate students, but they are not prepared at present to offer complete programs leading to the higher degrees.

ADMISSION TO THE GRADUATE SCHOOL

Admission is granted only by the Graduate Board on recommendation of a department.

Application. A prospective applicant should communicate with the department in which he expects to do his major work. If he is encouraged to make application by the department, he will receive the application blanks and should submit them to the chairman of the department with an official transcript of undergraduate work, two letters of recommendation from persons in a position to speak frankly of his qualifications, and a recent photograph (passport size preferred).

In addition, applicants for admission to graduate standing are strongly urged, and may be required, to submit a record of attainment in the Graduate Record Examination as prepared and administered by the Carnegie Foundation for the Advancement of Teaching. This examination tests general knowledge in the field of study covered by the curriculum of the liberal arts college, and requires no special preparation. It is useful as an additional measure of the student's ability, as well as an aid in planning his course of study. Information may be obtained and convenient arrangements for taking the test may be made by direct application to the Graduate

Record Examination, 437 West 59th St., New York 19, N. Y. There is a moderate fee ($3.00).

Admission. In granting admission, the Graduate Board may, with the advice of the department, prescribe a minimum period of residence, never less than one year, and other definite requirements, including courses in particular subjects, as prerequisites for a graduate degree. Admission to the graduate school does not in any way imply admission to candidacy for a degree. Admission to the graduate school is granted for entry only at the specified time, and lapses if the student fails to enter at that time. If, after an applicant has entered as a regular student, his period of graduate study is broken by more than a year, he must make formal application for reinstatement.

Undergraduates and non-graduate special students in graduate courses. Admission of other than regular or special graduate students to a course "Primarily for Graduate Students" may be authorized by the Secretary of the Graduate Board on formal recommendation in each case by the department in which the course is offered.

SCHOLARSHIPS, FELLOWSHIPS AND STUDENT AID

Certain scholarships and fellowships are available for prospective candidates for the degrees of Master of Arts and Doctor of Philosophy in this university. Information concerning these may be obtained from, and application should be made to, the chairman of the department in which the applicant expects to do his major work. Applications endorsed by the departments will be considered by the Committee on Credentials for recommendation to the Graduate Board.

Assistantships are available in certain departments, appointments usually being made from the list of fellows. Application should be made to the departmental chairman.

Student aid is available from certain funds, including the Alumni Loan Fund. These loans bear interest at 4 per cent per annum.

More detailed information may be obtained from the Secretary of the Graduate Board or from chairmen of graduate departments.

RESIDENCE

A regular year of full-time study or its specified equivalent in residence at Clark University is a prerequisite for any degree. Residence work is broadly defined as regular work at Clark University done under the immediate personal supervision of at least one member of the university faculty. A field trip led by a member of the university faculty who is regularly engaged in graduate instruction is considered to provide opportunity for work in residence to a maximum amount of nine weeks.

Only the following are recognized as equivalents to a regular academic year:

For the degree of Master of Arts, one full semester of the regular academic year and the equivalent of eighteen other weeks on a full-time program of graduate work approved by the major department.

A student admitted to full graduate standing may satisfy the minimum residence requirement for the master's degree by attending, at Clark University, five summer sessions of six weeks each, and taking a normal program made up exclusively of graduate courses approved by his major department.

The residence requirement may also be fulfilled in two full twelve-week terms and one six-week session, or by some other allotment of time providing a minimum of thirty weeks in courses of graduate grade.

A normal program during the summer term consists of two regular courses in addition to any departmental seminars.

For the degree of Doctor of Philosophy, a sufficient number of courses taken during the regular academic year, even if spread over a number of years.

During the war emergency a twelve weeks' summer term is being conducted as part of the regular academic year. While this continues, a student may, with his department's approval, receive a semester's residence credit for one such term.

THE DEGREE OF MASTER OF ARTS

Application for admission to candidacy should be filed with the secretary of the Graduate Board not later than the first week of the last full term which the student expects to spend in residence as a candidate. Applications will be considered by the Graduate Board when the student has:

1. Completed one term of full time graduate work or its equivalent in residence at this university;
2. Paid the diploma fee ($10) and publication fee ($10) ; and
3. Obtained the written endorsement of his major department.

Each student must meet a minimum course requirement of five courses, or their equivalent in half courses. One of the courses may be a research course devoted to the preparation of the thesis. The program must be approved by the major department. Each candidate must make a satisfactory record in such written examinations as may be required by the major department, and in a final oral examination by a committee of three or more, two of whom shall be members of the Graduate Board. The candidate must submit to his major department, not later than two weeks before he expects to be awarded the degree, a thesis written under direction on an approved topic in his field of study. The thesis must be accompanied by an abstract not exceeding 600 words in length.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Only such candidates as give evidence of general proficiency, power of investigation and high attainments in the special field in which their major subjects lie will be encouraged to proceed to the degree of Doctor of Philosophy.

Admission to Candidacy. Applications for admission to candidacy must be filed not later than November first, in any academic year, by students who hope to receive the degree at the end of that academic year.

An application for admission to candidacy for the degree of Doctor of Philosophy will be considered by the Graduate Board when the applicant has:

1. Completed two full academic years of graduate work or its equivalent;
2. Passed examinations in at least two foreign languages; French and German are required except in cases where the Graduate Board may authorize the substitution of another language for one of these;
3. Passed a preliminary examination in his chosen fields of study;
4. Paid the diploma and publication fees ($25 and $15);
5. Obtained the written endorsement of his major department.

Admission to candidacy for the degree of Doctor of Philosophy holds good only for three years from the date of the vote granting admission to candidacy. When candidacy expires without the degree having been awarded, the diploma and publication fees, less any expenses incurred, are returned.

Dissertation. For the degree of Doctor of Philosophy an indispensable requirement is a dissertation upon an approved subject, to which it must be an original contribution of value.

Not later than May 1, the dissertation, with an abstract not exceeding 1,200 words in length, must be presented to the instructor under whose direction it is written.

The dissertation and abstract must be accepted by the chief instructor before the final examination may be held. The dissertation must be laid before the examining committee at the time of examination, with the comments of the chief instructor and other readers.

A complete copy of the dissertation and two copies of the abstract, each bearing the approval of the chief instructor over his signature, must be delivered by the department to the Recorder not later than 9 A.M. of the Thursday preceding commencement. The dissertation and one copy of the abstract will be deposited by the Recorder in the library, where they remain permanently.

A second copy of the dissertation, accompanied by a copy of the abstract must be delivered to the department or to the library for loan purposes.

Final Examination. The final examination is oral and lasts for at least two hours; additional written examinations may be given if the major department so directs. The candidate is expected to defend his dissertation and, at the discretion of the examining committee, may be questioned on the entire special field of his study. The oral examination is conducted by a committee of at least four members, including the chairman and one other member of the major department, a member of the Graduate Board under whom the candidate has done no work, and such other members of the Graduate Board as are appointed. The President of the university is authorized to invite any person from within or without the university to be present and to assist in the examination.

The Graduate School of Geography

WALLACE W. ATWOOD, PH.D., Professor of Physical and Regional Geography and Director of the Graduate School of Geography.

W. ELMER EKBLAW, PH.D., Professor of Geography, Assistant Editor, *Economic Geography.*

SAMUEL VAN VALKENBURG, PH.D., Professor of Geography.

HENRY J. WARMAN, ED.M., Assistant Professor of Geography.

GUY H. BURNHAM, A.M., Cartographer.

HELEN H. BALK, PH.D., Assistant in Map Interpretation.

The staff is curtailed by the absence of members who are engaged in activities connected with the war.

The Graduate School of Geography gives opportunity to properly qualified students to secure advanced training in geography. The staff is composed of specialists in the various fields of geography. They must of necessity spend a portion of their time in travel and in field studies, but while in residence, they offer regular courses of instruction and direct advanced students in research work. It is not the intention to offer all courses of instruction each year; many of them are given once in two years. The map collection, libraries and special laboratories for cartography and the interpretation of aerial photographs provide unusual facilities for research work in residence. All graduate students are encouraged to undertake independent field studies before completing their university work.

GEOGRAPHY COURSES FOR COLLEGE STUDENTS

Undergraduates planning to major in geography or to go into graduate work in geography are urged to consult the geography staff early in their undergraduate course, so that suitable programs may be mapped out including essential courses in related fields.

Students majoring in geography are required to take seven year-courses, or the equivalent, in geography and related fields. At least four and not more than five of these courses must be in geography. The courses required in geography include: 10a, 10b—usually taken in the freshman year; 15b, 16a, 181b, 185a and Geology 12—usually taken in the sophomore or junior years. Other courses which may be taken to complete the major requirements are: in geography, 26, 12a, 17a, 17b, 100b; and in related fields, Biology 11, 12, Physics 11, Economics 11, History 18.

Students majoring in geography may, by special permission, elect in their third and fourth years advanced courses offered in the Graduate School of Geography.

GRADUATE WORK IN THE SCHOOL OF GEOGRAPHY

Work is offered leading to the degrees of Master of Arts and Doctor of Philosophy. For the master's degree two years may be required for those whose preparation is considered to be insufficient to permit them to qualify in the minimum time.

A distinctive feature of the work in the Graduate School of Geography is the autumn field camp of three weeks' duration at the beginning of the fall term. The field program includes studies in physiography, land utilization, industrial geography and weather observations, with special training in mapping and other field techniques. Cars, camp trailers, scientific instruments and other equipment are provided. Suitable field clothing and blankets must be provided by the individual student. All prospective candidates for graduate degrees in geography who are in residence are expected to attend the field camp each autumn. Following the return to the campus, about ten days are allowed for the completion of field reports. Formal course work begins on the second Monday after the close of the field camp.

Formal course work in geography ends in the spring about May 1st, leaving students free to read and to coördinate their work prior to the examination period.

Candidates for the master's degree are expected to pass written examinations in at least six of the following fields: physiography, climatology, soils and land utilization, plant geography, economic geography, human geography and cultural geography, regional geography, and political geography. The oral examination for the master's degree covers four fields approved by the Staff.

Candidates for the doctor's degree in geography are expected to pass written examinations in the above fields, and a general oral examination covering six major fields approved by the staff. In general, a year of work beyond the master's degree should prepare a candidate for the general examination preliminary to his acceptance as a candidate for the doctor's degree and to his concentration work for his dissertation. This year of course work may well include, besides certain advanced courses in geography, related advanced studies in biology, economics, history and international relations as follows: botany (Biol. 14); economic history (Ec. 14); economic statistics (Ec. 16); international trade; theory and finance (Ec. 27a); international economic policies (Ec. 31); The Pacific and the Far East (Hist. 22).

COOPERATION WITH FOREIGN SERVICE TRAINING CENTER

Clark University School of Geography has established a cooperative relationship with the School of Advanced International Studies and Foreign Service Training Center of Washington, D. C. In the curriculum of that school special courses in geography are offered for all those who are training to go into diplomatic service or to become foreign representatives of industrial firms. The school has a very able staff of instructors and special lecturers. Situated in the national capital it is ideally located for advanced students engaged in research projects bearing upon political or international problems.

During the fall semester of 1944-45 Dr. Samuel Van Valkenburg was in residence as a representative of the Graduate School of Geography, and during the spring semester of the same academic year Dr. Rollin S. Atwood, Director of Geographical Research in the State Department, offered instruction at the school on behalf of Clark University.

This plan of cooperation provides an opportunity for graduate students registered at Clark in geography, history, international relations, or economics, and qualified to benefit by the instructional work offered at the Foreign Service Training Center, to have a period of residence in Washington free of tuition.

It is hoped that many who wish to enter professional services in which diplomatic and international affairs play an important part, will take advantage of this opportunity for broadening their training.

STUDENTS' FEES

All geography students in residence must pay the camp fee, workroom fee, and classroom materials fee.

The camp fee, determined on a cost basis, varies between $50 and $75 and is payable to the camp director on or before the first day of the camp. The tuition fee, for a student participating in the field course only, is $25. The camp fee covers board and lodging, transportation, maps, drafting supplies and the use of meteorological instruments and other equipment for the three weeks' period.

The workroom fee, $5 a semester, is payable November 1st and March 1st to the department. It helps to maintain the geography workroom and the equipment used by graduate students:—alcove desks, files of maps, card catalogue, drafting tables and instruments, and adding machines.

The classroom fee, $5 a semester, is payable November 1st and March 1st to the department. It is for mimeographing and for the maintenance, in part, of the classroom wall maps and other equipment and for the expense of balloons, hydrogen, and meteorological instruments.

During the academic year 1944-45, the following courses were given: 10, 191, 26, 202a, 237a, b, 31, 32a, 33a, b, 300.

COURSES TO BE OFFERED IN 1945-1946

10. Principles of Geography. An introductory course dealing primarily with the physical phases of geography and the application of the principles of geography to the study of selected regions throughout the world.

Three hours, through the year. M. W. F., 10. MR. WARMAN

12. Meteorology and Weather Forecasting. Elements of meteorology with practical exercises.

Three hours, through the year. Tu. Th. S., 8. MR. WARMAN

180. Geography of the Americas. A systematic regional treatment of the physical, economic, and cultural geography of the Americas.

Three hours, through the year. M. W. F., 11. MR. WARMAN

191. Cartography and Graphics. A study of graphic methods and maps with especial emphasis upon map projections.

Through the year. M. W. F., 11. MR. BURNHAM

26. Economic Geography. An analysis of the occupations of economic geography—hunting, fishing, forest industries, grazing, farming, mining, manufacturing, transportation and trade. Prerequisites, Geography 10, 12 and Geology 12.

Three hours, through the year. Tu. Th. S., 9.
MESSRS. VAN VALKENBURG AND EKBLAW

202a. Political Geography. Application of principles of political geography in selected problems of recent significance.

First semester. Tu. Th. S., 10. MR. VAN VALKENBURG

275b. Geography of Europe. General study of the continent and more detailed study of selected regions.

Second semester. Tu. Th., 2. MR. VAN VALKENBURG

282b. Geography in Education. A survey of geography in the present-day American school system, designed to meet the needs of those expecting to teach Geography.

Second semester. Hours to be arranged. MR. WARMAN

30. Regional Physiography of North America. The evolution of landforms in the major physiographic provinces. Laboratory in map interpretation.

Two hours of lectures and two hours in the laboratory weekly.
Tu. Th., 11. MR. ATWOOD

32. Regional Climatology. A study of the climates of the world. Prerequisite, Geography 12 or equivalent.

Two hours, through the year. M. W., 9. MR. VAN VALKENBURG

37. Human Geography, first semester; **Cultural Geography,** second semester.

First semester: Considers influence and effect of location, area, relief, coastline, drainage systems, climate, and other geographic factors, separately and in their mutual interaction upon the economic, social, and political development of peoples and states.

Second semester: Summarizes the role that geographic factors have played in the evolution of races and cultures, artifacts and institutions.

Prerequisites, nine hours of geography or history and permission of the instructor.

Juniors of superior standing and seniors may be accepted, by special permission.

Two hours, through the year. M. W., 2. MR. EKBLAW

34. Biogeography, first semester; **Life Zones and Regions,** second semester.

First semester: Geographic significance of character, function, distribution, and relationships of plant and animal forms and societies in their adjustments to factors and habitat.

Second Semester: Major life zones, plant associations, and animal societies, regionally, considered in relation to the elements of climate and terrain; and their effect on man's activities.

Two hours, through the year. M. W., 10. MR. EKBLAW

301. Seminar. STAFF

310. Research in Regional Physiography. MR. ATWOOD

320. Research in Climatology. MR. VAN VALKENBURG

330. Research in Soils. MR. EKBLAW

340. Research in Plant Geography. MR. EKBLAW

350. Research in Agricultural Geography or Land Utilization. MR. EKBLAW

360. Research in Economic Geography. MESSRS VAN VALKENBURG AND EKBLAW

370. Research in Human Geography. MR. EKBLAW

380. Research in Regional Geography. STAFF

390. Research in Political Geography. Mr. Van Valkenburg

394a. Field Methods and Studies. Two or three weeks at the opening of the school year. Connecticut Valley, 1925 to 1930, inclusive Cape Cod, 1931; Connecticut Valley, 1932 to 1933; Blackstone Valley, 1935; upper Housatonic Valley, 1936; Central Highlands of Massachusetts, 1937; omitted in 1938 because of hurricane; lower Merrimac Valley, 1939; Connecticut Valley, Springfield region, 1940; Connecticut Valley, Northampton-Holyoke region, 1941; Sutton area, Mass., 1942 and 1944.

Required each year of all candidates for graduate degrees in geography.

Other Regular Courses to be Omitted in 1945-1946

11a. Map-making and Relief Model Construction.

15b. Conservation of Natural Resources.

16a. Political Geography.

17a. Geography of Worcester and Vicinity.

17b. Geography of New England.

100b. Military Geography.

181b. Geography of North America.

185a. Geography of Europe.

201a. Geography of Asia.

215. Geography of the War.

31. Regional Physiography of the World.

33. Soil Geography, first semester; **Land Utilization and Planning,** second semester.

383b. Caribbean America.

384a. South America.

The Graduate Division of International Affairs

GEOGRAPHY, DIPLOMACY, ECONOMICS

WALLACE W. ATWOOD, President of the University and Director of the Graduate School of Geography.

SAMUEL J. BRANDENBURG, Professor of Economics and Sociology.

DWIGHT E. LEE, Professor of Modern European History.

SAMUEL VAN VALKENBURG, Professor of Geography.

PAUL FISHER, Assistant Professor of Economics and Sociology.

DIVISIONAL COMMITTEE

SAMUEL J. BRANDENBURG
DWIGHT E. LEE
SAMUEL VAN VALKENBURG

The Graduate Division of International Affairs aims to meet a demand for graduate work which will be devoted entirely to the general field of international affairs and which will include work in geography, history and international relations, and economics and sociology. This division groups together appropriate courses and seminars in order to prepare graduate students for the government service of the United States, college and university professorships in international affairs, posts in corporations and banks doing foreign business, and research and administrative positions in the field of world affairs. The courses include offerings in political, regional and economic geography; foreign trade, commerce, and finance; international law; modern and diplomatic history of Europe, Asia, and Latin America; and the foreign policy and international relations of the United States.

THE DEGREE OF MASTER OF ARTS

Qualified graduate students, including those registered in any one of the three coöperating departments, may apply for permission to take work leading to the master's degree in international affairs. The Divisional Committee will pass upon the adequacy of each candidate's preparation and on his program of studies for the degree.

A knowledge of the fundamentals of political and economic geography, of economics, and of international relations will be required of each candidate, whether or not courses in these subjects are taken during the period in residence for the degree. Each candidate must present courses from at least two of the coöperating departments.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Candidates for the degree of Doctor of Philosophy in International Affairs must meet all general requirements of the University for this degree. The six "fields" presented for the preliminary doctoral examination must be approved by the Divisional Committee. One field at least must be chosen from each of the three departments, and no more than three fields may be taken in any one department.

THESES AND DISSERTATIONS

Subjects selected for theses and dissertations in the Division of International Affairs must deal with some aspect of international affairs and receive the approval of the Divisional Committee. Each thesis or dissertation will be written under the supervision of the member of the staff within whose special field the research lies.

SCHOLARSHIPS AND FELLOWSHIPS

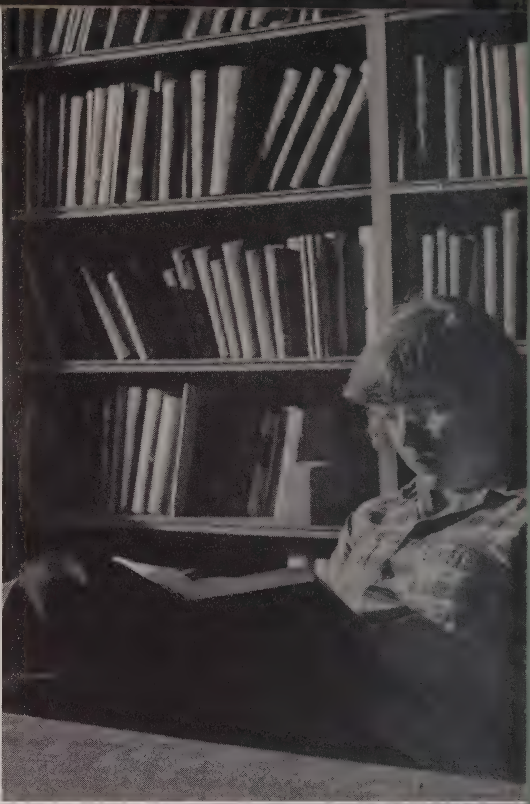
A limited number of graduate scholarships and fellowships are available for students of high rank in the Division of International Affairs.

ADMISSION

A student who wishes to enter the Division of International Affairs and undertake a plan of study leading to a degree should communicate with some member of the Divisional Committee.

COURSES WHICH MAY BE TAKEN FOR CREDIT IN THE DIVISION OF INTERNATIONAL AFFAIRS

Due to the war emergency it is impossible to indicate beforehand the courses to be offered, but the training in this division will be carried on by suitable courses and conferences.



Departmental Announcements

The unit of instruction for undergraduates is a "course." A "course" normally meets for classroom or laboratory exercises three or four times weekly throughout the regular "academic year" (September to June) and constitutes one-fifth of a normal program for an undergraduate.

In the summer term five sixty-minute periods weekly for twelve weeks are devoted to each "course."

Each unit of undergraduate instruction as listed below constitutes one "course" unless its value as a fractional course or a multiple course is indicated.

Advanced courses, not primarily for undergraduates, are announced with a statement of the number of weekly meetings. Undergraduates who are permitted to enroll in such courses should carefully check with the Recorder to avoid any misunderstanding in regard to the equivalent number of "courses" represented by their programs.

Courses offered by the several departments are listed as follows:

1. PRIMARILY FOR UNDERGRADUATES, designated by numbers beginning with the figure (1).
2. FOR ADVANCED UNDERGRADUATES AND GRADUATE STUDENTS, designated by numbers beginning with the figure (2).
3. PRIMARILY FOR GRADUATE STUDENTS, designated by numbers beginning with the figure (3).

Fractional credit is given for the satisfactory completion of one semester of work in any course unless a department designates the course as "indivisible."

With the consent of the instructor, a course may be entered at the beginning of either semester.

DEPARTMENT OF ANCIENT LANGUAGES

PROFESSOR BRACKETT

The courses offered in this department fall into two groups: (1) courses which involve a knowledge of the Greek or Latin language; (2) courses dealing with important aspects of Greek or Roman civilization (history, literature, art, etc.), in which knowledge of the language is not required.

In regard to Latin, the department seeks to meet the problem created by the lack of uniformity among entering freshmen in the amount of time devoted to Latin in the secondary school. Provision is made for three groups: (1) For those without previous study of Latin, a course in elementary Latin is given from time to time, in accordance with the demand. (2) Students who have entrance credit for two years of Latin may enter Latin 13a. Completion of this course prepares a student to enter Latin 15. (3) Students who present credit for either three or four years of Latin may enter Latin 15.

As to Greek, students presenting one year of Greek may elect Greek 13; those presenting two years may elect Greek 15a.

A student desiring to take his major in Greek and Latin should consult the instructor.

During the academic year 1944-45, the following courses were given: Greek 11, 111b, 123a, 122b; Latin 15.

GREEK

Courses requiring knowledge of the language

111b. Elementary Greek. An attempt to give, in one semester, the indispensable elements of Greek forms and syntax, with definite but limited practice in translation.

Admission is by permission of instructor only, and is granted only to students possessing "a clear head and a stout heart."

Second semester. M. W. F., 8. MR. BRACKETT

13. Xenophon, *Anabasis;* **Homer,** *Iliad.*

Open to freshmen.

Through the year.

Omitted, 1944-45.

15a. Greek Tragedy; Euripides, *Medea;* **Sophocles,** *Antigone.*

Omitted, 1944-45.

16b. Plato, the *Apology* **and selections from the** *Phaedo;* or, **Demosthenes,** *On the Crown.*

Omitted, 1944-45.

Courses given in English

122b. Greek Tragedy; selected plays of Aeschylus, Sophocles and Euripides.

Second semester. Tu. Th. S., 11. MR. BRACKETT

123a. Greek Civilization. On the basis of a brief outline of the narrative history of Greece to the Roman conquest, those elements of the civilization are emphasized which have made the most valuable and permanent contributions to Western civilization.

First semester. Tu. Th., S., 11. MR. BRACKETT

LATIN

Courses requiring a knowledge of the language

11. Elementary Latin: selections from Caesar, *de Bello Gallico.* Indivisible course.

Open to freshmen.

Omitted, 1944-45.

13a. Cicero, *Pro Lege Manilia* and *Pro Archia.* The principal aims of this course are: (1) to increase the students' ability to read Latin; and (2) to understand and appreciate the form and the content of these two masterpieces of prose writing. Prerequisite, Latin 11, or two years of Latin for admission, or written consent of instructor.

Omitted, 1944-45.

14b. Vergil, selections from the *Aeneid,* The attempt is made through the reading of selections from Books 1, 2, and 4, to introduce the students to this masterpiece of epic poetry. Prerequisite, Latin 13a, or its equivalent.

Omitted, 1944-45.

15. Cicero, selections from the *Letters;* **Catullus,** selections; **Horace,** selections from the Epodes and Odes. The major emphasis is placed on an understanding and appreciation of these two of the four great poets of Rome. Prerequisite, Latin 14b, or three or four years of high school Latin.

Through the year. M. W. F., 11. MR. BRACKETT

17a. Selections from **Lucretius,** *de Rerum Natura.*
Omitted, 1944-45.

DEPARTMENT OF BIOLOGY

PROFESSOR POTTER, *Chairman of Work in Zoölogy and Botany*
ASSISTANT PROFESSOR NUNNEMACHER

The staff of the department is curtailed by the absence of members who are engaged in activities connected with the war.

The biological laboratories are well equipped for the courses offered and contain special equipment for advanced investigations. Funds are available annually for the purchase and building of apparatus which may be required. The university library contains complete files of the more important periodicals and reference works. The department maintains an herbarium of over 36,000 sheets. Certain assistantships, fellowships and scholarships are available from time to time.

UNDERGRADUATE WORK

Biology 11 presents a comprehensive view which is prerequisite to all other courses in the department.

An undergraduate majoring in biology must complete Biology 11 and three advanced courses in biology, Chemistry 11, Physics 11, Mathematics 10 or 11, and at least one additional course in chemistry, physics or geology.

A candidate for honors in biology must also take Biology 14.

THE PRE-MEDICAL PROGRAM

Clark University is justly proud of its pre-medical training program. Not only do our students have little difficulty in entering the best medical schools, but they also rank in the upper half of their medical school classes and become respected and outstanding physicians.

The student entering upon the pre-medical program must be prepared to compete with other college students of above-average ability; he must be of good health and capable of sustained hard work; he must like and get along well with all kinds of people and he must have a real desire to help the sick and advance the science of medicine. The pre-medical student must be prepared to undertake a program of intensive study which usually takes eight years before the medical degree can be obtained. During this time the large amount of class and laboratory work reduces considerably the opportunities for earning money through outside work and the student should not jeopardize his chances by worrying over his financial commitments. Scholarships are available and needy students should apply for them.

While the requirements for the Bachelor of Arts degree assure each graduate of a certain familiarity with all the fields of learning. the pre-medical student should take as many non-science courses as possible to round out his general education, because medical schools leave no time for courses outside of their technical field. Courses in psychology and the study of human relations will be of particular benefit.

The field of medicine is open equally to men and women.

The following schedules are recommended for pre-medical students with a major in biology. Schedule A places the emphasis on biology; Schedule B places the emphasis on chemistry.

Schedule A	*Schedule B*
First year	First year
English	English
Foreign Language	Foreign Language
Mathematics	Mathematics
General Biology	General Chemistry
Division B (one course)	Division B (one course)
Second year	Second year
Biology 12	Chemistry 12a and 14b
General Chemistry	General Biology
Foreign Language	Foreign Language
Division B (one course)	Mathematics 12
½ course in English and ½ course Fine Arts	½ course English and ½ course Fine Arts
Third year	Third year
Biology 16, 17, 18, 19 (Any two)	Chemistry 15 and 110
Chemistry 12a and 14b	Biology 12
Physics 11	Physics 11
Two electives	Division B (one course)
	½ course (elective)
Fourth year	Fourth year
Biology (Physiology)	Chemistry 19
Chemistry 15, 110, 13b	Biology(advanced)
Two electives	Three electives

GRADUATE WORK

Students whose records are approved by the department may be admitted by the Graduate Board for work leading to the degree of Master of Arts. The analysis of fundamental activities of living organisms is undertaken upon the basis of physiochemical principles. For this reason some foundation in physics, chemistry and mathematics as well as biology is essential for advanced work. Certain courses in physics, chemistry, mathematics and psychology may be credited in the Department of Biology.

WORK IN PHYSIOLOGY

General physiology is concerned primarily with physiochemical determinants of living processes. For this reason certain prerequisites are necessary for its study. Undergraduate enrollment is limited to those, usually seniors but occasionally juniors, who have had an adequate background in biology and in the physical sciences. Physiology 200 is recommended for premedical students and for other majors in biology and chemistry since it attempts to integrate a broad field of experimental science in terms of the functioning of living systems.

Through generous research grants from foundations, pharmaceutical houses and individuals, a program of research in two main lines of physiology is in progress: (a) nerve physiology, and (b) endocrine physiology. Both of these researches, in their clinical aspects, involve close coöperation with several of the Worcester hospitals.

In addition to course work in physiology, graduate students majoring in this field are expected to take certain recommended courses in physics, chemistry, and psychology. Approximately forty per cent of the course work for the doctor's degree in general physiology is usually done in related departments, and members of these related departments assist the biology staff in the final examinations. Candidates for the doctor's degree are also expected to take a summer course in mammalian physiology. The Harvard Medical School gives an especially suitable course of this kind.

Owing to the national emergency and the fact that the physiological laboratory is engaged exclusively in government-sponsored research, only a small number of especially well-qualified graduate students can be accepted for work in physiology.

Courses in other departments especially recommended for graduate students in physiology who have the suitable prerequisites are Physics 14 and 23, Chemistry 19 and 32, and Psychology 320a.

During the academic year 1944-1945 the following courses were given: 11, 12, 14, 16a, 17b, 18a, 144b, 201b, 203, 310.

COURSES OFFERED EACH ACADEMIC YEAR

11. General Biology. An introduction to the fundamental principles and problems of biology. Divisible course upon approval by the department.

Open to freshmen.

Through the year. M. W. F., 9; M., 2.

MR. POTTER AND MR. NUNNEMACHER

12. Comparative Anatomy. A study of the morphology of the vertebrates from a comparative standpoint which traces the evolution of animals from fish to mammals. Lectures and laboratory work.

Through the year. Tu. F., 2. MR. NUNNEMACHER

13. Seminar in General Biology. Credit is not given for this course. All students in the department are invited to attend and to participate. STAFF OF THE DEPARTMENT

14. Botany. First semester, morphology and taxonomy of the lower plants. Special emphasis is given to the algae and fungi.

Second semester, systematic botany of the higher plants with special emphasis on our local flora. A collection of one hundred plants is required, also a spring field trip of at least three days' duration.

Each semester of the course may be elected separately.
Prerequisite, Biology 11, first semester.
Through the year. Tu. Th. S., 11; Th. 2. MR. POTTER

18a. Genetics. An introduction to the principles of genetics.
First semester. MR. POTTER

144b. Bacteriology. (19b in 1945-46). An introduction to the study of bacteriology.
Second semester. MR. POTTER

200. General Physiology. Open to students who satisfy the instructor as to their preparation. The principal types of functioning characteristic of living organisms are considered in the light of their physiochemical determinants.
Through the year. Tu. Th., 11 and two laboratory periods.
Omitted, 1944-45.

203. Special Problems. Advanced semi-independent study of an approved topic under the direction of a member of the staff.
Hours and credit to be arranged. STAFF OF THE DEPARTMENT

304. Seminar in Experimental Physiology. Credit is not given for this course but all graduate students are expected to participate in the regular weekly meetings. The seminar is largely conducted by the research staff of the department and by invited speakers.
STAFF OF THE DEPARTMENT

308. Research in Physiology.
Credit to be arranged.

309. Research in Botany.
Credit to be arranged. MR. POTTER

310. Research in Zoology.
Credit to be arranged. MR. NUNNEMACHER

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1945-46.

***16a. Histology.** A comprehensive course dealing with tissue structure. Emphasis is placed on the study of mammalian tissues.
Half course. First semester. MR. NUNNEMACHER

17b. Embryology. A consideration of the fundamentals of embryology. Two lectures and two laboratory periods per week.
Half course. Second semester. M. W. F., 8. MR. NUNNEMACHER

***160a. Laboratory Techniques.** A course designed to acquaint the student with standard procedures such as are followed in hospitals or in the laboratories of Boards of Health. Two lectures and two laboratory periods per week.

Half course. First semester. MR. POTTER AND MR. NUNNEMACHER

201b. Human Physiology. An introduction to the functional aspects of the human body. This course is a temporary substitute for Biology 200.

Three lectures and one laboratory period per week.

Half course. Second semester. MR. NUNNEMACHER

204. Physiology of the Nervous System (Seminar). A study of nerve action potentials, synaptic transmission, reflex action and the functions of higher brain centers. Open to students who satisfy the instructor as to their preparation.

Through the year. Hours to be arranged.

***205b. Parasitology.** An introduction to the parasitic mode of life of the protozoa, helminthes, and arthropoda and their relation to mankind.

Half course. Second semester.
MR. POTTER AND MR. NUNNEMACHER

303. Biophysics. Principles of physics and physical chemistry in relation to physiological mechanisms. Open to students who satisfy the instructor as to their preparation. Physiology 200 should precede 303. In special cases it may be taken concurrently with 303.

Through the year. Hours to be arranged.

This course alternates with 204.

COURSES OFFERED WHEN DEMAND WARRANTS

15. Invertebrate Zoology.

100. Personal Health and Hygiene.

101. Economic Botany.

102. Entomology.

206. Advanced Systematic Botany.

210. Neuro-anatomy.

DEPARTMENT OF CHEMISTRY

Professor Merigold, Professor Bullock, Assistant Professor Martell

Courses in chemistry fall into two groups:

First, those primarily for undergraduates. These furnish a foundation for professional work in chemistry or medicine, and are suitable for students desiring some knowledge of the subject as part of their general education.

Second, those primarily for graduate students.

UNDERGRADUATE WORK

Students who intend to become professional chemists or to study for an advanced degree in chemistry should *major* in chemistry and take at least two years' work in physics.

They are advised to conform as closely as possible to the schedule given below.

First year: Chemistry 10 or 11; Mathematics 10 or 11; English 11; one course in "division B" and foreign language.

Second year: Chemistry 12a, 13b, and 14; Physics 11; Mathematics 12; and a continuation of work in foreign language.

Third year: Chemistry 15, 110 and 19; and electives.

Fourth year: Five courses, chosen from the following: Chemistry 111, 212b, 214, 215, 233; Physics 14 and 15; an elective. A choice, with reference to future work, should be made after consultation with the chemistry staff.

Chemistry 19, required of all "chemistry majors," is essential for work in physiology. Two years of mathematics are required preparation for Chemistry 19 and for graduate work in chemistry. The same amount of mathematics is required for all who elect chemistry as a "major," and for all who expect to become professional chemists.

For professional work in chemistry, at least one year of graduate study is highly desirable.

Students who intend to enter the field of secondary education should acquaint themselves with the requirements in "education" of state and local licensing boards and prepare to meet these requirements. This may necessitate the omission of certain courses in chemistry scheduled for the third and fourth years.

Students who intend to study medicine should elect course 10 or 11, 12, 15 and 110 which are required for admission to practically all "class A" medical schools. Courses 13 and 14 are strongly recommended if time allows.

Attention is called to laboratory fees and breakage deposits listed under the general heading "Laboratory Fees and Deposits."

GRADUATE WORK

The Department of Chemistry provides graduate students with training in the fundamental principles of chemistry sufficiently broad to prepare them adequately for a scientific career.

Requirements for advanced degrees cannot be met merely by pursuing a course of studies or by carrying on an investigation. Hence no definite course of graduate studies is outlined. Ordinarily, completion of the undergraduate program outlined above will be a prerequisite for graduate work in chemistry.

All graduate students are required to have an adequate reading knowledge of French and German. This requirement applies to candidates for either the master's degree or the doctor's degree.

Students registered for advanced degrees are expected to spend not less than eighteen hours per week in the laboratory. This may include special laboratory work in organic, inorganic, and physical chemistry.

Graduate scholarships and fellowships are available to students in this department. In addition, two full-time sustaining fellowships are available. Further information may be obtained from the chairman of the department.

During the academic year 1944-45 the following courses were given: 10, 11, 12a, 13b, 14, 15, 110, 19, 212, 214, 33, 34, 35, 322a.

COURSES OFFERED EACH ACADEMIC YEAR

10. Elementary Chemistry. A course in descriptive chemistry for non-science majors.

Indivisible course. Three lectures and three hours of laboratory work per week.

Full course. Tu. Th. S., 9; Th., 2.

11. General Chemistry. Systematic study of the elements and their principal compounds, and the fundamental laws and theories of chemistry. Three lectures and three hours of laboratory work per week. Divisible only by consent of instructor. Prerequisite for Chemistry 12, 13 and 14.

Through the year. M. W. F., 11; M. 2. Mr. Merigold

12a. Qualitative Analysis. Chiefly laboratory work, nine hours per week. Occasional lectures and recitations. Prerequisite course 11.

Half course. Tu. F., 2. Mr. Bullock

13b. Chemical Principles. A study of the use of chemical principles in working out problems, including the study of gases, solutions, thermochemistry and homogeneous equilibrium. Prerequisite, Chemistry 11 and 12.

Half course. Tu. Th. F., 12. Mr. Martell

14. Quantitative Analysis. Chiefly laboratory work, with occasional lectures, recitations, and problems. Six hours of laboratory work, and one lecture per week. Prerequisite, course 12.

Divisible for premedical students. The complete course is required for a "major" in chemistry.

Through the year. Tu. Th., 3:30. MR. MERIGOLD

15. Elementary Organic Chemistry. Lectures on the fundamental principles of organic chemistry. Prerequisite, a grade C— or better in course 11.

Through the year. M. W. F., 9. MR. BULLOCK

19. Physical Chemistry. Principles of physical chemistry including atomic and molecular structure, gases, liquids, solutions, crystalline solids, chemical thermodynamics, homogeneous and heterogeneous equilibria, electrolytic conductance, electrode potentials, electrolysis and polarization, reaction kinetics, colloids. Prerequisites, Chemistry 13b, 14, Mathematics 12, Physics11.

Three hours of lectures and four hours of laboratory per week. *A required course for Chemistry Majors.*

Through the year. Tu. Th., 10; Tu. F., 2. MR. MARTELL

110. Organic Synthesis. Laboratory work in the preparation of typical organic compounds. Course 110 should be taken, if possible, in connection with course 15. Four and one-half hours of laboratory work per week. Open only to students who take or have taken courses 12 and 15.

Half course, continuing through the year. Th., 2. MR. BULLOCK

111. Detection and Analysis of Organic Compounds. Chiefly laboratory work. Open to students who take or have taken Chemistry 110.

This course may be taken throughout the year four and one-half hours per week to supplement Chemistry 19 or 110, or 9 hours per week during the second semester.

Half course, continuing through the year. M., 2. MR. BULLOCK
Omitted, 1944-45.

212b. History of Chemistry. Outline of the historical development of the science, and the relation of chemistry to other sciences at various periods of development. Lectures, collateral reading, reports and thesis. Open to graduate students and seniors who take or have taken Chemistry 15 and 19 or equivalent courses. Required for advanced degrees in chemistry.

Half course. Hours to be arranged. MR. MERIGOLD

214. Advanced Quantitative Analysis (including gas analysis). Prerequisite, course 14. Lectures and laboratory work, nine hours of laboratory work per week.
Through the year. Tu. Th., 2. MR. MERIGOLD

215. Honor Course. Primarily for candidates for "honors in chemistry." STAFF OF THE DEPARTMENT
Omitted, 1944-45.

216. Inorganic and Organic Synthesis. Preparation of pure materials. Chiefly laboratory work.
Through the year. MR. BULLOCK AND MR. MARTELL
Omitted, 1944-45.

314. Research in Inorganic Chemistry. MR. MERIGOLD

315. Research in Organic Chemistry. MR. BULLOCK

318. Research in Physical Chemistry. MR. MARTELL

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1945-46.

233b. Physical Organic Chemistry. Lectures on the physical aspects of organic chemistry. MR. MARTELL

31. Nature of the Chemical Bond. Lectures on the structure and properties of chemical substances from the viewpoint of resonance and electronic structure.
Two hours, through the year. MR. BULLOCK AND MR. MARTELL

321. Advanced Physical Chemistry. Lectures on the properties of gases, liquids, solutions and crystalline solids. Relation of physical properties to chemical constitution, homogeneous and heterogeneous equilibria, electrolytic conductance and ionization, electrode potentials, electrolysis and polarization, reaction kinetics, colloids.
Two hours, through the year. MR. MARTELL

NOTE: Course 322a and course 322b together constitute a full year course.

***322a. Elementary Quantum Mechanics.** Lectures on the principles of quantum and wave mechanics, with applications to electronic theory and interpretation of spectroscopic data.
Three hours. MR. MARTELL

322b. Chemical Thermodynamics. Lectures on the principles of classical and statistical thermodynamics, with applications to a wide variety of chemical phenomena.
Three hours. MR. MARTELL

*33. **Advanced Organic Chemistry.** Lectures on selected subjects in organic chemistry.
Two hours, through the year. MR. BULLOCK

*34. **Advanced Inorganic Chemistry.** Lectures on selected topics in inorganic chemistry.
Two hours, through the year. Tu. Th., 9. MR. MERIGOLD

*35. **Seminar.** Staff and graduate students. Reports on research work being carried on in the laboratory and reports and discussions of recently published work in related fields.
Once a week, through the year. W., 4.
STAFF OF THE DEPARTMENT

36. **Principles of Analytical Chemistry.** Lectures on the theoretical basis of analytical chemistry.
Two hours, through the year. Tu. Th., 9. MR. MERIGOLD

37. **Colloid Chemistry.** Lectures on selected topics in colloid chemistry.
Half course, through the year. MR. BULLOCK

DEPARTMENT OF ECONOMICS AND SOCIOLOGY

PROFESSOR BRANDENBURG, *PROFESSOR LUCAS, *PROFESSOR MAXWELL, *ASSOCIATE PROFESSOR MELDER, ASSISTANT PROFESSOR HARGEST, ASSISTANT PROFESSOR FISHER, VISITING LECTURER MISS GOLLER

The offerings of the department are curtailed by the absence of members of the staff who are engaged in activities connected with the war.

The first aim of the department, in its undergraduate courses, is to give the student a comprehensive grasp of the underlying principles and functions of our economic and social institutions, and to develop habits of systematic and unbiased thought about these institutions. Some of the courses, however, contribute to the student's preparation for a business or professional career (courses 13, 15a, 22, 26, etc.); others are specifically recommended to students who are candidates for the degree of Bachelor of Business Administration (courses 13, 27a, 211, etc.) Conversely, some students majoring in economics may be advised to elect certain courses offered in the Division of Business Administration (courses 117, 16, 20, etc.).

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*Absent on leave.

Economics 11 is a prerequisite to all other courses in economics except Economic History, and is required of all majors in the department. Courses taken outside the department in partial fulfillment of the major requirement should be selected, subject to departmental approval, so as to provide a unified program centering about the student's major interest.

Candidates for departmental honors will engage in a program of independent study consisting of reading and research designed in part to give them specialized training in the fields of their major interest and in part to supplement formal courses. Ordinarily a student will not begin his independent study until the second semester of the junior year, nor will he undertake the equivalent of more than two courses in this manner.

In making elections, students should bear in mind that many advanced courses are offered only in alternating years.

GRADUATE WORK

Students expecting to enter upon graduate work should have mastered creditably basic courses in economics equivalent to at least four courses, including Economics 11; those whose preparation is inadequate should expect to remove the deficiency before proceeding to study for a higher degree.

A range of courses sufficient for the needs of candidates for the doctorate is offered in cycles of two or three years. The classification of courses as undergraduate, intermediate, and graduate is necessarily an elastic one. Graduate students electing courses in the undergraduate category will be required to do additional work.

Fellowships, scholarships, assistantships, and other aids are available to a limited number of worthy students.

Attention is directed to closely allied courses offered in geography, history and international relations, and psychology.

During the academic year 1944-45 the following courses were given:

Economics 11, 12, 13, 210a, 211b.

Sociology 11, 12.

ECONOMICS

COURSES OFFERED EACH ACADEMIC YEAR

11. Principles of Economics. An introduction to the fundamental economic principles, together with a study of the practical application of these principles to the problems of American life.
Indivisible course.
Through the year. M. W. F., 10. MR. BRANDENBURG

12. Industrial and Economic History.

First Semester. The development of west European industry and commerce since about 1700, with brief notice of recent developments in Russia and Italy.

Second Semester. Industrial and commercial history of the United States. The period prior to 1860 is studied briefly. Chief attention centers on the rise of the country as an industrial and commercial power: problems of transportation, domestic and foreign trade, tariff policy, currency and finance, industrial combinations.
For freshmen and sophomores only.
Through the year. M. W. F., 9. MR. BRANDENBURG

Business Administration 117. Principles of Accounting.

13. Money and Banking. The principles of money and banking with special reference to their functions in the present economy. The theory of value of money, control of the money market and the problem of money and credit in the world economy are given detailed consideration.
Indivisible course.
Through the year. Tu. Th. S., 9. MR. FISHER

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1945-46.

15a. Public Finance. The principles of governmental expenditures, revenues, and debts, with particular reference to the United States.

***22. Labor Problems.** A study of the development of worker and employer organizations, collective bargaining, industrial disputes and methods of prevention and settlement. The second semester is devoted largely to the study of legislative control of industrial relationships and the Social Security program.
Through the year. M. W. F., 11. MR. BRANDENBURG

***27a. International Trade and Finance.** The nature, theoretical basis, methods of financing, and government control, of the international movement of goods. Economics 13 is a desirable preliminary course.

210a. Economic and Social Reform. The historical and critical study of various programs. Prerequisite, Economics 14.

211b. Contemporary Economic Systems. A study of totalitarian economic systems (particularly of Russia, Italy, Germany, and Japan); a comparison of autarchy and free capitalism in the modern

world; changes in international economic techniques consequent on totalitarian economics. Prerequisite Economics 210a or its equivalent.
MR. BRANDENBURG

COURSES OFFERED WHEN DEMAND WARRANTS

140a. The American Consumer.

23a. Economics of War.

25. Problems in Public Finance.

26. Government and Industry.

28. Research in Selected Economic Problems.

29b. Economics of Transportation.

31. International Economic Policies. MR. BRANDENBURG

311. Seminar in Economics and Sociology.
THE STAFF OF THE DEPARTMENT

38. History of Economic Thought.

39. Value and Distribution.

Courses accepted for credit which are offered in the Division of Business Administration:

B.A. 117.	Principles of Accounting
B.A. 16.	Business Statistics, Charts, Graphs and Reports
B.A. 18.	Business Organization and Finance
B.A. 20.	Business Law
B.A. 24a.	Marketing

SOCIOLOGY

COURSES OFFERED EACH ACADEMIC YEAR

11. Principles of Sociology. Society and its fundamental interrelationships: man's social nature, his personality development, his behavior in groups such as classes, nations, races; community organization; social interaction as seen in competition and coöperation; social change. The course is essential to further study of sociology.
Through the year. Tu. Th. S., 10. MR. FISHER

12. Social Work and Social Case Work. The development of social work from the days of the English Poor Laws to today's program of social security; the work of the outstanding personalities in the field of social work; case material in relation to family case work, child welfare, group work, community organization, etc.; field trips to community agencies and institutions, the nature and varieties of human behavior as a part of case work understanding. The course seeks to give the student a basic understanding of social work and its place in the life of the community.
Through the year. M. W. F., 9. MISS GOLLER

COURSES OFFERED WHEN DEMAND WARRANTS

27a. Educational Sociology.

See also: Economics 22, 210a, 211b, 311.

DEPARTMENT OF ENGLISH

PROFESSOR DODD, PROFESSOR ILLINGWORTH, ASSOCIATE PROFESSOR C. P. LEE, ASSISTANT PROFESSOR MARBLE

The first semester of English 11 is required of all freshmen. Students attaining a B grade or better in the first semester of English 11 may, with the approval of the instructor of English 11, and with the permission of the department, substitute for the second semester of English 11 any course in literature or composition which is elective for freshmen. Candidates for the degree of Bachelor of Business Administration are referred to the English requirements of the Division of Business Administration.

A major in English consists of seven courses, no fewer than four of which must be in English literature or composition, the remaining three in related subjects. The following courses are prescribed for a student electing a major in English: English 13b or 147b; 15; 18a or b; 110a or 112b; 113b; 122b; 131b or 132b; 142a or b. English 11 may not be counted as part of a major in English. Attention is called to the Division C requirements concerning Greek and Latin.

THE PRENTISS CHENEY HOYT PRIZE IN POETRY

A prize of fifteen dollars is awarded annually by the Department of English for the best poem by an undergraduate. This is the interest on a fund established by the alumni as a memorial to Prentiss Cheney Hoyt, Professor of English at Clark University from 1909 to 1920.

During the academic year 1944-1945 the following courses were given: 11, 12, 15, 16a, 18, 110, 113a, 121a, 122b, 126b, 131b, 133b, 140a, 147b.

COURSES OFFERED EACH ACADEMIC YEAR

11. Composition and Literature. This course aims to increase clarity and accuracy in writing and reading. Written papers, primarily of an expository nature, are frequently assigned, together with readings from our literary heritage.

Required of freshmen.

Through the year. M. W. F., 9, 10, 11. MR. LEE AND MR. MARBLE

12. Public Speaking. A course in the composition and delivery of speeches and practice in impromptu speaking. The aim of the course is to train the student to think logically and to speak simply and effectively when on his feet.

Through the year. M. W. F., 9. MR. ILLINGWORTH

15. A Survey of English Literature. A course in English literature from its beginning to the Victorian era. Elective for sophomores, juniors and seniors.

Through the year. M. W. F., 11 MR. MARBLE

18. The Bible as Literature. First semester, Old Testament; second semester, New Testament. Divisible.

Through the year. M. W. F., 10. MR ILLINGWORTH

113b. British Drama. From the mysteries and moralities to Barrie, Shaw and Galsworthy.

Open to freshmen.

Half course, second semester. Tu. Th. S., 9 MR. DODD

122b. Modern Poetry. A study, in representative contemporary poets, of the new tendencies in verse. Opportunity is afforded for original verse composition. Open only to upper classmen who are proficient in English.

Half course, second semester. Tu. Th. S., 10. MR. DODD

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1945-46.

***13b. Shakespeare.** A general survey of Shakespeare's works, including the reading and class discussion of as many plays as time permits. Elective for juniors and seniors.

Half course, second semester. M. W. F., 11. MR. ILLINGWORTH

***16a. Advanced Composition.**

Half course, first semester. MR. LEE

110. Victorian Prose and Poetry. Elective for juniors and seniors. The first semester may be elected independently.

Through the year. M. W. F., 10. MR. MARBLE

***111a. American Literature.** Elective for juniors and seniors.
Half course, first semester. Tu. Th. S., 9. Mr. Lee

***112b. The Poetry of Tennyson and Browning.** Elective for juniors and seniors.
Half course, second semester. M. W. F., 10. Mr. Marble

***114a. Elizabethan Drama.** Elective for juniors and seniors
Half course, first semester. M. W. F., 10. Mr. Marble

121a. Biography and Letters. The biography, autobiography and correspondence of distinguished authors, painters and sculptors, from the eighteenth century to the present. This course is open only to upper classmen who are proficient in English.
Half course, first semester. Mr. Dodd

***124a. American Drama.** A study of the American drama from colonial times to the present.
Open to freshmen.
Half course, first semester. Tu. Th. S., 10. Mr. Dodd

***125a. The Short Story.** Representative short stories in English and American literature.
Open to freshmen.
Half course, first semester. Tu. Th. S., 9. Mr. Dodd

126b. Modern Continental Drama. A companion course to British Drama.
Open to freshmen.
Half course, second semester. Mr. Dodd

131b. Chaucer. A study of selections from Chaucer's works and of their relation to those of his contemporaries, to his period, and to English literature.
Half course, second semester. Mr. Lee

***132b. Milton.** A study of selections from Milton's prose and poetry; literary and historical backgrounds.
Half course, second semester. Tu. Th. S., 9. Mr. Lee

***142a. The English Novel.** A study of the novel from its beginning to Thomas Hardy.
Half course, first semester. M. W. F., 8. Mr. Illingworth

***142b. The Modern Novel.** A study of the twentieth century novel including the reading of representative English and Continental authors. Open to freshmen.
Half course, second semester. M. W. F., 8. Mr. Illingworth

147b. The Oral Interpretation of Shakespeare. The life and times of Shakespeare, with special emphasis on the theatre of Shakespeare. The reading of twelve representative plays.
Half course, second semester. MR. ILLINGWORTH

COURSES OFFERED WHEN DEMAND WARRANTS

B.A. 14b. Business English.

133b. Literary Criticism.

140a. The Appreciation of Literature.

143b. Argumentation and Debate.

145a. Stagecraft.

145b. Acting.

146b. Oral Interpretation of Literature.

DEPARTMENT OF FINE ARTS

LORING HOLMES DODD, *Professor of Rhetoric, Curator of Art, Chairman of the Department of Fine Arts.*

CARL S. MALMSTROM, *Instructor in Music, Director of Musical Organizations.*

*CHARLES H. SAWYER, *Director, Worcester Art Museum.*

HERBERT BARNETT, *Head of Department of Drawing, Painting and Sculpture, School of the Worcester Art Museum.*

With the coöperation of:

HENRY M. BOSSHARD, *Professor of German.*

HAVEN D. BRACKETT, *Professor of Greek and Latin.*

DAVID M. DOUGHERTY, *Professor of Romance Languages.*

ROBERT S. ILLINGWORTH, *Professor of Dramatic Art.*

A student who intends to major in fine arts (the visual arts) or who intends to offer courses listed as "fine arts" as a part of a major in another department is expected to take the course "Introduction to the Visual Arts" before electing other courses in this department.

A major in fine arts (the visual arts) will include:

1) The basic course, Fine Arts 1, Introduction to the Visual Arts, completed before the end of the sophomore year;
2) Fine Arts 111, Practical Art;

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*Absent, serving in the armed forces.

3) The equivalent of two other courses designated as "fine arts";
4) One course chosen from the following list: French 113, Greek 17, Spanish 113;
5) History 11, completed before the end of the sophomore year;

The group of courses chosen to constitute a major must be approved by the department in each case.

A major in music is not offered. Courses in music may be included in a major in the visual arts subject to the restrictions stated in the preceding paragraph.

The courses listed below are offered by the University in coöperation with the Worcester Art Museum and are open to students of either institution.

During the academic year 1944-45 the following courses were given: 10a, 11b, 111, Music 12, Greek 123a, Fr. 113.

COURSES OFFERED EACH ACADEMIC YEAR

Fine Arts 1. Introduction to the Visual Arts. A general introductory course in the appreciation and history of the visual arts.

Open to freshmen.
Through the year.
Omitted, 1944-45.

Fine Arts 10a. The Art of My Country. American accomplishment in painting, sculpture and architecture. Illustrated lectures, assigned readings, field trips.

Open to freshmen.
First semester. M. W. F., 9. Mr. Dodd

Fine Arts 111. Practical Art—Drawing and Painting. This course is designed to develop the individual creative ability of the student and to provide him with a technical proficiency in the various media of artistic expression. Drawing and painting from the cast and model; still life painting; lectures and assigned reading.

Students electing this course are charged a fee of $10 each semester in addition to the regular tuition. There is also an initial expense estimated at about $10 for materials, and a slight expense for replacement as the course progresses through the year.

Through the year. Six hours per week at the School of the Worcester Art Museum. M. Tu., 2-5. Mr. Barnett

Music 12. A survey course. The course begins with the study of the fundamentals of music, rhythm, melody and form. The development of music through its primitive stages, and in the folksongs of the Middle Ages, is traced to the genesis of the sonata-form, and to the contemporary scene. The Vienna classicists, the romantic movement, the rise of impressionism, the so-called modernists are treated in the various types of music to be heard in concert hall, opera house, and over the radio.

An indivisible course, except that qualified students may be admitted at the beginning of each semester with the consent of the instructor.

Elective for sophomores, juniors, and seniors.

Through the year. M. W. F., 11. MR. MALMSTROM

Greek 123a. Greek Civilization. This course will cover the period from the beginnings of Greek history to 146 B.C.

Open to freshmen with the consent of the instructor.

First semester. Tu. Th. S., 11. MR. BRACKETT

COURSES OFFERED IN ALTERNATE YEARS

Fine Arts 11b. French and English Painting, 18th and 19th Centuries. Field trips are required. Fine Arts 10 is a prerequisite for freshmen, who are admitted only in special cases, at the discretion of the instructor.

Half course, second semester. MR. DODD

Fine Arts 13b. Painting in Europe in the 17th Century. The trends that led, among others, to El Greco and Velasquez, Rembrandt, and Hals, Rubens and Van Dyck. Field trips.

Half course, second semester. MR. DODD

Fine Arts 15b. The Italian Renaissance. Painting, sculpture, and architecture in the era of Italy's greatest achievements in the arts. Field trips.

Half course, second semester M. W. F., 9. MR. DODD

French 113. Introduction to French Civilization. A selective survey of the history, art, and literature of France, from the Middle Ages to the present time, given in coöperation with the Worcester Art Museum.

Through the year. Tu., 4:15-6, at the Museum; Th., 12, at the University.

Spanish 113. Introduction to Latin-American Civilization. A survey of the art, history, and literature of the Latin-American countries from pre-conquest times to the present day. Weekly two-hour meetings at the Worcester Art Museum are divided between lectures and the showing and discussing of lantern slides and photographs. A third hour weekly, at the college, is required of undergraduates. A reading knowledge of Spanish, though highly desirable, is not a prerequisite for this course.

Through the year. Tu., 4:15-6, at the Museum; Th., 12, at the University. MR. DOUGHERTY

To be offered in 1946-47.

COURSES GIVEN WHEN DEMAND WARRANTS

German 14 and 141. Germanic Civilization. MR. BOSSHARD

English 145a. Stagecraft. MR. ILLINGWORTH

GEOGRAPHY

A complete statement of the offerings in geography will be found in the announcement of the Graduate School of Geography.

DEPARTMENT OF GEOLOGY

PROFESSOR LITTLE

COURSES OFFERED EACH ACADEMIC YEAR

12. General Geology. A course dealing with the origin of scenery, the classification of rocks, the structure of the earth, the geography of the past, and the evolution of life. Three recitations and one laboratory period or field trip weekly. Attendance on one out-of-town field trip lasting two to four days is required.

Indivisible course.

Through the year. M. W. F., 8; Th. 2. MR. LITTLE

COURSES OFFERED WHEN DEMAND WARRANTS

121b. Crystallography, Mineralogy, and Blowpipe Analysis. An elementary course on the identification of minerals by their geometrical, physical, and chemical properties. Two class meetings and one laboratory period weekly. General geology is not a prerequisite for this course. MR. LITTLE

122b. Economic Geology. A course dealing primarily with the origin of the deposits of useful minerals with some reference to their more important occurrences throughout the world. Elementary chemistry and geology provide a desirable preparation for this course. Two class meetings and one laboratory period weekly. Geology 121 is a prerequisite. MR. LITTLE

During the academic year 1944-45 the following courses were given: 12, 121a, 122b.

DEPARTMENT OF GERMAN

PROFESSOR BOSSHARD, MR. DE BAILLOU

The Department of German provides undergraduate courses for the acquisition of a reading and speaking knowledge of German and for the study of German literature and Germanic civilization.

German 111, 132a, and 133b comprise the normal sequence of courses leading to a speaking knowledge. German 11, 12, 13 (or 111 and 13), form a regular sequence leading to a reading knowledge.

German 123 is a language pre-seminar for students who have missed German 111 but wish to speak and write German. Students may register for the course only with the consent of the Department.

The language requirement (See requirements for the Degree of Bachelor of Arts) may be fulfilled by German 13, or 132a and 133b, or a literature course with their stated prerequisites. The Department may, when justified by the exceptional preparation or objectives of a student, permit German 123 to take the place of 13, 132a, 133b, or literature for the fulfillment of the language requirement.

The seven courses required for a major should include the two literature courses, German 152 and 153, prerequisites to these courses, and one course in another language department. Elective courses should be approved by the Department.

Attention to correct pronunciation and writing is given in all language and literature courses. The recording machine and gramophone are used in all classes to assist in the acquisition of correct pronunciation.

The "Germanic Society" is an organization of students which provides lectures in English on various aspects of Germanic civilizations, literatures, and languages (Germany, Austria, Switzerland, Scandinavian countries, and Holland) and their relationship to American and English culture. Some evenings are reserved for reading, singing, and speaking German.

The Department of German has a chapter of the "Delta Phi Alpha" honorary German fraternity. Outstanding students of German may be invited to be members of the fraternity.

During the academic year 1944-1945 the following courses were given: 11, 111 (6 class meetings per week); 12; 123; 133b; 152; 19.

COURSES OFFERED EACH ACADEMIC YEAR

11. Reading Approach to German—For Beginners. Study of vocabulary, pronunciation, elements of grammar, composition, reading of easy prose. Indivisible course.

Through the year. M. W. F., 10.

MR. BOSSHARD AND MR. DE BAILLOU

111. Speaking Approach to German—For Beginners. Credit for two courses; 9 class-meetings per week in the first semester, 7 hours in the second. Speaking drill, laboratory methods for study of grammar and syntax, reading related to the culture of the German-speaking countries, short speeches and dialogue based upon reading. Students interested in languages are strongly advised to register for this course. Students who wish to attain a reading knowledge may register for German 111 and German 13 in the second year. Indivisible.

Through the year, M. Tu. W. Th. F. S., 11, and one section of the course Tu. 2-5, and the other section F. 2-5 (if necessary one section may be changed, or one may be added).

Mr. de Baillou and Mr. Bosshard

123. Practice in Speaking and Writing. A language pre-seminar. Intensive linguistic work for students who missed German 111. Class reading of expository prose and German discussions; also independent work for each student: reading, oral and written German reports. The course is equivalent to a second or third year, but not a part of a regular sequence, and students may enter the course only with permission of the Department.

Through the year, 3 hours to be arranged.

Mr. de Baillou and Mr. Bosshard

132a. Advanced Grammar and Composition. Thorough review of grammar, translations, and original themes, with stylistic studies. Prerequisite: German 111, 12, 123, or equivalent.

First semester. Tu. Th. S., 10.

Omitted, 1944-45. Mr. Bosshard and Mr. de Baillou

133b. German in Commercial, Social, and Official Communications. Reading, discussion, and writing of letters and brief addresses. The course is designed to teach the correct manner of correspondence in social, religious, and commercial circles which differ from the American. Such things as differences in tradition, characteristics of family life, manner of conducting business, and related problems are taken into consideration. Prerequisite: German 132a or equivalent.

Second semester. Tu. Th. S., 10.

Mr de Baillou and Mr. Bosshard

19. Seminar for Honor Students. Independent reading of literary subjects the students could not study in regular courses, often subjects from the content of courses listed below:

German 151, 141, 161a, 162b, 182. Oral and written German reports are required.

Through the year, 3 hours to be arranged.

Mr. Bosshard and Mr. de Baillou

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1945-46.

12. Intermediate German (Second Year). Reading, translations, review of grammar essentials, exercises in composition and pronunciation. Prerequisite: German 11 or two years of high school German. Indivisible course.

Through the year. Tu. Th. S., 9.

MR. BOSSHARD AND MR. DE BAILLOU

***13. Advanced Reading of German Literature and Expository Prose.** (Third Year). Primarily for students who wish to carry on advanced work in the sciences, social sciences, or the humanities. Extensive reading, translation of a few difficult works of literature, and expository prose. Exercises in composition. Prerequisite: German 12, 123, or 111.

Through the year. Tu. Th. S., 9.

MR. BOSSHARD AND MR. DE BAILLOU

152. Literature: Rationalism and Classical Period. Lectures, reading, reports. Prerequisite: German 132a, 133b, 13, or an achievement test in reading, writing, and oral use of the language.

Through the year. M. W. F., 9. MR. BOSSHARD

***153. Literature: The Nineteenth and the Twentieth Centuries.** See German 152. MR. BOSSHARD

COURSES OFFERED WHEN DEMAND WARRANTS

141. Germanic Civilization. An illustrated lecture course on the culture development of northern Europe from Indo-European times through the Renaissance and Classical period.

142. German Classics in Translation.

151. Literature: Early literature.

161a. Lyric Poetry (Survey of German lyric poetry).

162a. Goethe's Faust (Fragment, First and Second Part).

182. Advanced Reading in German Philosophy.

DEPARTMENT OF HISTORY AND INTERNATIONAL RELATIONS

*Professor Blakeslee, Professor D E. Lee, *Professor Jordan, Assistant Professor Rozwenc, Visiting Professor Jaszi

UNDERGRADUATE WORK

The aim of the department in its undergraduate work is to give a broad knowledge of the more significant aspects, political, social and intellectual, of the growth of the leading countries of the world. In addition, the department offers introductory work in the field of government and political science.

History 11, primarily for freshmen, is open to members of all classes and is ordinarily prerequisite for other courses taken by those majoring in this department. Students who are not majoring in this department may, in some instances, elect other courses whose numbers begin with (1) without having previously taken History 11.

GRADUATE WORK

The distinctive feature of the graduate work is the emphasis it places upon the various aspects of international relations. Without neglecting the political, economic and social history of preceding centuries, particular stress is laid on the modern diplomacy and international relations of the United States, Europe, the British Empire, and the Far East.

The various courses offered in the department are so arranged, in cycles of two or three years, that students working for the doctorate will be able to secure a full program each year. A feature of the method of instruction in the department is the frequent informal conferences between instructor and student, and the seminar method in many of the courses.

Particular attention is called to related work offered in the fields of geography and economics and to the announcement of the Division of International Affairs.

During the academic year 1944-45 the following courses were given: 11, 12b, 17, 230, 36, 23a, 29b, 201, 205b, 332b, 119a, 232a, 270a.

COURSES OFFERED EACH ACADEMIC YEAR

11. Introduction to the History of Europe. A survey of civilization from the Roman Empire to the present time.

Open to freshmen. See departmental announcement above.

Through the year. Tu. Th. S., 10. Mr. D. E. Lee

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*Absent on leave.

12b. American Government. A study of the structure and functions of American Government with some attention to the problems of modern administration.
Half course, second semester. Tu. Th. S., 11. MR. ROZWENC

17. American History Since 1783. After a brief survey of the American Revolution, the course will treat carefully the period since 1783. Divisible only with the approval of the instructor.
Through the year. Tu. Th. S., 9. MR. ROZWENC

230. Theory and Practice of International Relations. A systematic effort to elucidate the underlying forces of international politics from the special angle of constructive endeavors to establish lasting peace. Causes of war, real and alleged, are examined. Some of the most important peace plans, past and present, are criticized.
Through the year. M. W. F., 11. MR. JASZI

36. Seminar. Introduction to bibliography and criticism and discussion of research problems being investigated by students and faculty.
Required for all graduate students.
Half course, through the year. Hour to be arranged.
THE STAFF OF THE DEPARTMENT

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1945-46.

15. History of England. Dealing primarily with British history since the fifteenth century this course forms a background for the study of American history and English literature. MR. JORDAN

***20. Europe Since 1830.** The development of the major European nations with special emphasis on the period from 1870 to the present.
Through the year. Tu. Th. S., 11. MR. D. E. LEE

22. The Pacific and the Far East. The course deals with China, Japan, Russia in Asia, the islands of the Pacific, the Far Eastern policies of the United States and the existing war.

23a. American Diplomatic History. The history of the foreign relations of the United States from 1783 to the present.
Half course, first semester. Tu. Th. S., 11. MR. ROZWENC

***27b. Recent Political Thought.** An analysis of those theories and ideologies which have influenced Western political life since the middle of the 19th century.
Half course, second semester. M. W. F., 9. MR. JASZI

29b. Russia and the Near East. Beginning with the Byzantine empire and the Kievan state, special attention is given to recent times, particularly to the Russian revolution of 1917 and the Soviet regime since that date.
Half course, second semester. Tu. Th. S., 11. MR. D. E. LEE

28. History of the British Empire. In the second semester the course will deal with developments and problems since 1870.
MR. JORDAN

201. Social and Intellectual History of the United States. The evolution of American life from the Revolution to the present day, with emphasis upon the social customs, economic influences, racial contributions, religious beliefs, and humanitarian movements.
Through the year. Tu. Th. S., 10. MR. ROZWENC

205b. Introduction to Political Philosophy. A study of the main trends of Western political thought with reference to their underlying social, political and economic realities.
Half course, second semester. M. W. F., 9. MR. JASZI

***214. Constitutional History of the United States.** Major emphasis is placed on the historical development and the present interpretations of our basic law.
Through the year. Tu. Th. S., 10. MR. ROZWENC

***234a. American Colonial History to 1776.** This will include the European backgrounds of American history with particular reference to England, and the political, economic, and social development of the colonies.
Half course, first semester. Tu. Th. S., 11. MR. ROZWENC

270a. Totalitarian Dictatorship and the Constitutional State. A critical analysis of Bolshevism, Fascism and Nazism with special attention to their attacks against liberal democracy.
Half course, first semester. M. W. F., 9. MR. JASZI

***271a. Patterns of Democratic Constitutionalism.** An inquiry into those institutions and practices by which democratic government is maintained in various countries with genuine democratic experience.
Half course, first semester. M. W. F., 9. MR. JASZI

***332. European International Relations Since 1870.** A study of the diplomatic history of Europe from the Franco-Prussian war to the present time.
Through the year. Th., 2-4. MR. D. E. LEE

COURSES OFFERED WHEN DEMAND WARRANTS

12a. European Governments. MR. D. E. LEE

16. England Since 1760. MR. JORDAN

18. A Survey of International Relations. MR. D. E. LEE

119a. Era of the French Revolution and Napoleon. MR. D. E. LEE

232a. European International Relations, 1871-1918. MR. D. E. LEE

235b. History of British India. MR. JORDAN

242a. The United States in the Twentieth Century. MR. ROZWENC

320a. England Since 1865. MR. JORDAN

38a. European International Relations Since 1930. MR. D. E. LEE

342. The Influence of Westward Expansion in American Development. MR. ROZWENC

351. Research in the International Relations of the United States.

352. Research in the International Relations of the Pacific and the Far East.

353. Research in the History and International Relations of the British Empire. MR. JORDAN

354. Research in the History and International Relations of Continental Europe. MR. D. E. LEE

355. Research in the History and International Relations of the United States. MR. ROZWENC

DEPARTMENT OF MATHEMATICS

PROFESSOR MELVILLE

The department of mathematics offers courses at the undergraduate level only.

Freshman mathematics includes algebra, trigonometry and elementary analytical geometry. This course is required of every student whose major subject is a science A second year course continues the study of analytical geometry and gives an introduction to differential and integral calculus. The completion of this course gives the minimum mathematical training required for "a major" in physics or chemistry. The third year course is devoted to the further study of calculus, including differential equations.

Following the three fundamental courses, the offerings vary, depending on the needs and wishes of the students.

A major in mathematics will normally include two or three courses in physics, although other appropriate combinations of subjects will be approved.

During the academic year 1944-45 the following courses were given: 10, 11, 12, 13.

COURSES OFFERED EACH ACADEMIC YEAR

NOTE: Only freshmen or sophomores may elect Mathematics 10 or 11 for full credit. Juniors or seniors who complete the work of either of these courses will receive credit for two-thirds of a course.

10. Freshman Mathematics. Algebra, trigonometry and graphics.
Open to freshmen.
Through the year. M. W. F., 8. MR. MELVILLE

11. Freshman Mathematics. For students whose records in placement examinations justify the expectation that they will be able to proceed more rapidly than those assigned to course 10. Algebra, trigonometry and elementary analytical geometry.
Open to freshmen.
Through the year. Tu. Th. S., 8. MR. MELVILLE

12. Second Year Course. Analytical geometry, introduction to differential and integral calculus.
Through the year. Tu. Th. S., 11. MR. MELVILLE

13. Calculus and Differential Equations.
Through the year. Tu. Th. S., 10. MR. MELVILLE

COURSES OFFERED WHEN DEMAND WARRANTS

14. Selected Topics from Analysis and Geometry.
MR. MELVILLE

15a. Advanced Algebra and Theory of Equations.
MR. MELVILLE

113. The Mathematics of Statistics.
MR. MELVILLE

16. Advanced Analytical Geometry in Two and Three Dimensions.
MR. MELVILLE

DEPARTMENT OF PHYSICS

Professor Roope, *Assistant Professor Gunter

UNDERGRADUATE WORK

The department offers fundamental courses required in preparation for chemistry, biology, meteorology and allied sciences, medicine, dentistry, engineering and science teaching, as well as courses leading to professional or graduate work in physics.

The requirement for a major in physics consists of Physics 11, two courses from Physics 14, 15, 16, 17, either Physics 22 or 23, Mathematics 11 and 12, and Chemistry 11. In addition to electives in physics, Mathematics 13 and Chemistry 19 are desirable. Students preparing for graduate work should also obtain a good reading knowledge of French and German while in college.

Physics 11 is a prerequisite for all other courses in the department. Courses numbered 15 or higher require the use of calculus and should not be elected without consulting the instructor in charge. Courses 15, 16 and 17 each require a limited amount of laboratory work to be done at the discretion of the instructor and at such a time that will not interfere with regularly scheduled courses.

GRADUATE WORK

Courses leading to the degree of Doctor of Philosophy and Master of Arts are omitted during the war emergency.

During the academic year 1944-45 the following courses were given: 11, 14, 15.

COURSES OFFERED EACH ACADEMIC YEAR

11. General Physics. Mechanics, heat, electricity and magnetism, wave motion, sound, and light.

Indivisible course.

Open to freshmen.

Through the year. M. W. F., 10; M. or W., 2. Mr. Roope

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1945-46.

14. Mechanical, Optical and Electrical Measurements. A laboratory course principally electrical measurements, but also includes advanced problems in mechanics, optics and heat.

Through the year. M. Tu. Th., 2. Mr. Roope

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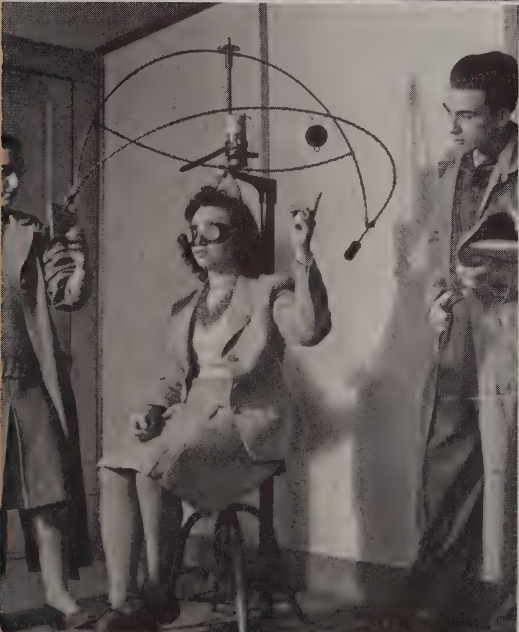
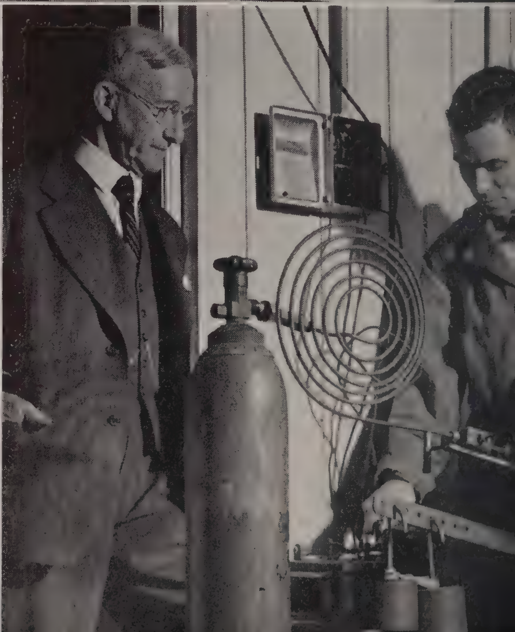
*Absent on leave.





15. Thermodynamics. This course includes a study of the thermal properties of the solid, liquid and gaseous states, the laws of thermodynamics, and applications to a wide range of phenomena.
Through the year. M. W. F., 9. MR. ROOPE

***16. Optics.** Geometrical and physical optics including practical work in photography.
Through the year. M. W. F., 9. MR. ROOPE

***17. Introduction to Modern Physics.** An elementary treatment of physical experiment and theory of the past fifty years including the more recent atomic and nuclear developments.
Through the year. M. W. F., 11. MR. ROOPE

COURSES OFFERED WHEN DEMAND WARRANTS

13. History of Physics. MR. ROOPE

18. Spectro-chemical Analysis.

22. Theoretical Mechanics. MR. ROOPE

23. Theory of Electricity and Magnetism. MR. ROOPE

24. Electronics

DEPARTMENT OF PSYCHOLOGY AND EDUCATION

DIVISION OF PSYCHOLOGY

PROFESSOR JONES, *Chairman,* ASSOCIATE PROFESSOR BROWN,
ASSOCIATE PROFESSOR BELL, ASSISTANT PROFESSOR
(*Affiliate*) RODNICK, MR. ARSENIAN (first
semester, 1944-45)

The psychological laboratories at Clark University were established by G. Stanley Hall immediately after the founding of the university, and constituted the first adequately appointed laboratories in this field in America. These laboratories, under the direction of Edmund C. Sanford and John W. Baird, increased rapidly in size and in research possibilities for experimental psychology. From the outset this research emphasis on experimental psychology was supplemented by work in child study, educational psychology, and mental hygiene by Hall and William H. Burnham. These earlier emphases have stood the test of time and the present interests in the department are largely concentrated in these same areas.

UNDERGRADUATE WORK

The aim of the department in its undergraduate work is to give as broad a knowledge as possible of the more significant aspects of psychology. This includes courses leading to graduate work in psychology and also courses involving the application of psychological principles to education and to industry.

Students majoring in the department will be divided into three groups: first, those who plan to do graduate work in psychology, second, those interested in general psychology but not contemplating graduate work, and third, those interested in educational psychology and education. The requirements for each of these classes are somewhat different and students who are interested should apply to the department for detailed requirements.

GRADUATE WORK

Students who come with adequate training in elementary psychology supplemented by satisfactory training in allied fields, may expect to devote nearly all their time during the first year to advanced course-work. Such students will need to devote about half their time to course-work during their second year, and may expect to give the major part of their time to research after the second year.

Students planning to become candidates for the master's degree should confer with members of the staff as early as possible in order that a suitable thesis subject may be agreed upon.

Only graduate students with superior records are encouraged to become candidates for the doctor's degree. Such candidates are required to obtain exact information concerning all the significant methods of psychological research and to demonstrate actual ability to use one or more of these methods in an original research which usually extends over at least two years.

During the academic year 1944-45 the following courses were given: 11, 180b, 22, 200a, 203, 210, 212, 214, 216, 301, 303, 307a, 313, 325a.

COURSES OFFERED EACH ACADEMIC YEAR

11. General Psychology. An introduction to the principles of human behavior.

Through the year. M. W. F., 10. MR. BROWN

115. Psychological Principles Applied to Methods of Study in College. A short, non-credit course introducing effective methods of study, stressing psychological principles of learning and mental hygiene in college. Lectures and directed practice.

First semester. Tu. Th., 12. MR. BELL

201a. Educational Psychology. A study of psychological principles as they bear upon learning and other problems of education.
Half course. First semester. Tu., 4-6; third hour to be arranged.
MR. JONES

(For second semester, see Psychology 210b.)

203. Clinical and Personnel Psychology. The principles involved in interviewing and case-work and their application to industry and social work.
Through the year. M. W. F., 11. MR. BELL

204. Guidance in Childhood and Adolescence. Principles involved in vocational, educational, and personality guidance. Methods of guidance in elementary and secondary schools.
Through the year. M., 4-6. MR. BELL

206a. Guidance and Remedial Work in Reading. A study of the fundamental skills necessary for successful reading of school children. Attention will be given to common difficulties in reading, and to clinical and remedial methods for the improvement of reading.
Half course. First semester. Th., 4-6. MR. BELL

208a. Social Psychology. A survey of the main principles of social psychology including a study of selected experiments in culture, personality, and socialization.
Half course. First semester. Hours to be arranged.

209b. Child Psychology. A critical analysis of experiments and problems of culture and personality from childhood through adolescence.
Half course. Second semester. Hours to be arranged.

210b. Psychological Approach to Citizenship Development. A survey and evaluation of the experimental evidence in the field of character and citizenship development among children and adolescents.
Half course. Second semester. Tu., 4-6; third hour to be arranged.
MR. JONES

212. Experimental Psychology. A general survey of experimental psychology involving detailed experience with laboratory apparatus. Six hours in the laboratory weekly.
Through the year. M., 2; F., 2-4. MR. BROWN

214. Tests and Measurements Applied to Psychological and Educational Problems. A study of the measurement of aptitude,

achievement, interest and attitude. Theoretical considerations and practical problems will be included.
Through the year. W., 4-6; third hour to be arranged. MR. JONES

220. Abnormal Behavior and Personality Development. The first part of the course will be devoted to a survey of the chief types of abnormal behavior, including psychoses, neuroses, psychosomatic disorders, hypnotism, somnambulism, telepathy and allied phenomena. Emphasis will be placed on the dynamics common to both normal and abnormal manifestations. The last part of the course will consist of a consideration of normal personality development. For pre-medical students and advanced students in psychology.
Through the year. W., 5; F., 4-6. MR. RODNICK

230. Learning and Conditioning. A study of experiments and theories of learning and conditioning with special attention to selected research problems.
Through the year. Tu. Th. S., 9. MR. BROWN

300. Genetic Psychology. The basic principles of genetic psychology with attention to native equipment, maturation, conditioning, and socialization.
Through the year. Hours to be arranged.

301. Advanced Clinical Psychology. Principles and methods of clinical diagnosis and of psychotherapy as applied to children and adults.
Through the year. S., 9. MR. BELL

307a. Culture and Personality. A seminar devoted to a critical study of the evidence from psychology and anthropology bearing on the interaction between culture and personality.
First semester. Tu., 2-4. MR. ARSENIAN

313. Statistical Methods. The purpose of this course will be to give an understanding of and practice in the statistical methods most valuable in psychological research. Some attention will be given to setting up research studies involving statistical methods and of interpreting the results.
Through the year. Th., 4-6. MR. JONES

325a. Theory and Systems of Psychology. A survey and critical evaluation of the main theories and systems of psychology which have influenced most pronouncedly modern experiments and theoretical explanations in psychology.
First semester. Th., 2-4. MR. ARSENIAN

330. Theories of Learning and Socialization. A seminar involving an intensive and critical analysis and integration of existing principles and theories.
Through the year. Hours to be arranged.

340. Departmental Seminar. THE STAFF, GRADUATE STUDENTS, AND VISITING SPEAKERS

350. Research in Psychology. Individual direction of students in their research projects.
THE STAFF OF THE DEPARTMENT

COURSES GIVEN IN 1944-45 AND NOT LISTED ABOVE

180b. Introduction to Philosophy. A general introduction to the problems and systems of philosophy.
Second term. M. W. F., 9. MR. BROWN

22. Abnormal Behavior and Personality Development.
(Same as 220 in 1945-46)

200a. Social Psychology. A survey of the main principles of social psychology with special emphasis on the impact of culture on personality development.
First semester. Tu., 9-11; Th., 9. MR. ARSENIAN
Same as 208a in 1945-46.

212b. Experimental Psychology. A general survey of experimental psychology involving detailed experience with laboratory apparatus. Six hours in the laboratory and one lecture weekly.
Second term. M., 2; F., 2-4. MR. BROWN
See Psychology 212 in 1945-46.

216. Genetic Psychology and Learning. The first semester is devoted to a study of social development in childhood and adolescence. The second semester is devoted to a study of conditioning and learning.
Through the year. Tu. Th. S., 9.
See Psychology 230 and 300 in 1945-46.
First semester, MR. JONES
Second semester, MR. BROWN

303. Guidance in Childhood and Adolescence. Principles involved in vocational, educational, and personality guidance. Methods of guidance in elementary and secondary schools.
Through the year. M., 4-6. MR. BELL
(Same as 204 in 1945-46)

DIVISION OF EDUCATION

VERNON JONES, *Professor of Educational Psychology*

JOHN E. BELL, *Associate Professor of Educational Psychology*

With the cooperation of

ROBERT S. ILLINGWORTH, *Professor of Dramatic Art*

HENRY J. WARMAN, *Assistant Professor of Geography*

In 1936 the trustees of the university voted the establishment of work in Education leading to the degree of Master of Arts in Education. The essence of the plan was that the professional work of prospective high school teachers should be concentrated largely in one year of graduate work following four years of liberal arts education. During this fifth year the Division of Education aims to provide (1) courses in educational psychology, guidance, and allied subjects, (2) added training in subject-matter in the field in which the student is preparing to teach, and (3) apprenticeship teaching under careful supervision.

It has become increasingly evident that candidates for the bachelor's degree who include a few courses in education in their under-graduate programs are not being adequately prepared to meet the demands for scholarly and professional training required by the better school systems. The fifth year plan is, therefore, recommended to all students who plan to enter the field of teaching at the secondary school level.

UNDERGRADUATE WORK

A limited number of courses will be open to juniors and seniors in the undergraduate division upon the consent of the instructor, but the department recommends that undergraduate students concentrate upon the subject-matter fields in which they desire to teach, reserving for the fifth year the professional work in the theory and practice of education.

In keeping with the general plan to offer in five years a well-rounded program of teacher training with emphasis on the professional aspects of the training in the fifth year, *an undergraduate major in education is not offered.*

GRADUATE WORK

The requirements for the degree of Master of Arts in Education cannot be adequately stated in terms of courses to be taken, because the evaluation of the work of each student will be made on the basis of achievement rather than on the basis of courses completed. However, the minimum essentials in terms of course requirements are outlined below.

Course requirements. The student is expected to elect one of the following groups of studies as the field in which he wishes to teach:

(a) Mathematics and natural sciences
(b) History, geography, and economics
(c) Ancient and modern foreign languages
(d) English, alone or in combination with some related subject.

Prior to receiving the degree, the candidate must complete not less than five year-courses in one of the above groups, or in a combination of groups approved by the Division of Education. At least one of the five year-courses must be taken as a part of the study in residence for the advanced degree and must be passed with a grade satisfactory for graduate credit. In addition to the above requirement in the subject-matter field, eight semester-courses of graduate work in education will normally be required. The program of courses to meet these requirements must be approved in advance by the department. Changes in the proportion of education and subject-matter courses may be made by the department on the basis of the candidate's previous training. Work, additional to the above requirements, either in the subject-matter field or in education, or both, may be required if this seems necessary for the adequate preparation of the candidate.

Thesis. The candidate must present a "thesis," or "special report," in which he demonstrates not only his grasp of the subject-matter which he plans to teach but also a mastery of the educational principles necessary for such teaching. The thesis will be adapted to the vocational needs of the candidate and will not be regarded as an index of his capacity for research. In this respect it may differ somewhat from the thesis required of candidates for the degree of Master of Arts in other fields.

During the academic year 1944-45 the following courses were given: 210, 214, 216a, 303, 313, 315.

COURSES OFFERED EACH ACADEMIC YEAR

Education 201a. Educational Psychology. A study of psychological principles as they bear upon learning and other problems of education. (For second term, see Psychology 210b.)
First semester. Tu., 4-6; third hour to be arranged. MR. JONES

Education 204. Guidance in Childhood and Adolescence. Principles involved in vocational, educational and personality guidance. Methods of guidance in elementary and secondary schools.
Through the year. M., 4-6. MR. BELL

Education 205. The Teaching of English. Methods of teaching poetry, drama, novel, short story, oral and written composition.
First semester. M., 4-6. MR. ILLINGWORTH

Education 206. Guidance and Remedial Work in Reading. A study of the fundamental skills necessary for successful reading of school children. Attention will be given to common difficulties in reading and to clinical and remedial methods for the improvement of reading.
First semester. Th., 4-6. MR. BELL

Education 210b. Psychological Approach to Citizenship Development. A survey and evaluation of the experimental evidence in the field of character and citizenship development among children and adolescents.
Second semester. Tu., 4-6; third hour to be arranged. MR. JONES

Education 214. Tests and Measurements Applied to Psychological and Educational Problems. A study of the measurement of aptitude, achievement, interest, and attitude. Theoretical considerations and practical problems will be included. Special attention will be given to diagnostic testing.
Through the year. W., 4-6; third hour to be arranged. MR. JONES

Geography 282b. Geography in Education. A survey of geography in the present-day American schools. The course is designed to meet the needs of those expecting to teach geography.
Second semester, late afternoon. Hours to be arranged.
MR. WARMAN

Education 313. Statistical Methods. The purpose of this course will be to give an understanding of and practice in the statistical methods most valuable in educational and psychological experimentation.
Through the year. Th., 4-6. MR. JONES

Education 315. Apprenticeship Teaching. An informal course consisting of extensive practice teaching in the field or fields in which the student plans to teach. Individual supervision is given by the department and by critic teachers in cooperating schools.
First semester. Time to be arranged. MR. JONES AND CRITIC TEACHERS

COURSES OFFERED IN ALTERNATE YEARS

Education 308a. Principles of Secondary Education. A survey of the aims, responsibilities, and general methods in secondary education. MR. JONES

COURSES GIVEN IN 1944-45 AND NOT LISTED ABOVE

216. Genetic Psychology and Learning. The first term is devoted to a study of social development in childhood and adolescence. The second term is devoted to a study of conditioning and learning. See Psychology 230 and 300 for 1945-46.
Through the year. Tu. Th., S., 9.
First term MR. JONES
Second term MR. BROWN

303. Guidance in Childhood and Adolescence. Principles involved in vocational, educational, and personality guidance. Methods of guidance in elementary and secondary schools.
Through the year. M., 4-6. MR. BELL
(Same as 204 in 1945-46)

213. Statistical Methods. (Same as 313 in 1945-46.)

DEPARTMENT OF ROMANCE LANGUAGES

PROFESSOR DOUGHERTY, ASSISTANT PROFESSOR REID, MME DE MESSIÈRES, SEÑOR REÑASCO

Courses offered in the languages and literature of France, Spain, and Spanish America have been planned to provide:

1) an adequate foundation for graduate study or teaching either French or Spanish;
2) an extensive reading knowledge of both languages, essential for carrying on advanced study in natural science, the social sciences, and the humanities, and for fulfilling the language requirement for the degree of Bachelor of Arts;
3) a competent speaking knowledge of both languages, facilitated by speaking approach courses at the elementary level and by more advanced courses and group meetings affording opportunity for practical use of the languages.

A "major" in Romance languages should comprise:

1) Four of the following courses: French 13, 14, 114, 23, 25, 26
Spanish 13, 14, 23
Romance language 24
2) French 113 *or* Spanish 113.
3) History 11, to be completed by the end of the sophomore year.
4) at least one course, to be approved by the department, in a non-Romance language or literature.

Students majoring in Romance languages are expected to acquire a thorough knowledge of either French or Spanish and a competent knowledge of the other, both in language and in literature. Attention is called to the requirement that language majors who do not present a minimum of two years of Latin or Greek for entrance must take a course in one or the other of these languages during the freshman year.

During the academic year 1944-45 the following courses were given: French 12, 112, 13, 14, 17, 113.
Spanish 11, 111, 12, 13.

COURSES OFFERED EACH ACADEMIC YEAR

FRENCH

12. Intermediate. Review of grammar, exercises in composition and pronunciation, intensive and extensive reading in a variety of modern texts. Prerequisite, French 11 or the equivalent in high school French (normally 2 years)—depending on result of placement test.

Indivisible.

Open to Freshmen.

Through the year. M. W. F., 8. Mr. Reid and Mr. Dougherty

13. Composition and Pronunciation. The objective of this course is the correct speaking, writing, and comprehension of present-day French. Prerequisite, Grade of B– or higher in French 12 or three years of high school French completed with distinction.

Open to Freshmen, subject to the approval of the instructor.

Through the year. M. W. F., 9.

Mr. Dougherty and Mme de Messières

14. Readings in French Literature. The aim of French 14 is two-fold: the attainment of facile reading ability and a general view of French literature since 1600, based upon detailed study of ten works of representative authors.

Prerequisite, French 12 or the equivalent in high school French (normally 3 years)—depending upon result of placement test.

Open to Freshmen.

Through the year. Tu. Th. S., 11.

Mr. Dougherty and Mme de Messières

SPANISH

11. Elementary. For beginners. The elements of grammar and pronunciation; extensive, carefully-graded reading in both the Spanish and Spanish-American fields. Exercises in speaking and writing.

Open to Freshmen.

Through the year. M. W. F., 11. Mr. Reid and Señor Reñasco

111. Elementary—Speaking Approach. Double credit course for beginners. Active use of spoken Spanish, under the direction of a native drillmaster, accompanied by grammatical analysis and practice in direct reading. Grammar sessions 2 hours, practice sessions 3 hours, laboratory session 3 hours. Course 111 prepares for admission to course 13 or 14.

Indivisible.

Open to Freshmen, subject to approval of instructor.

Through the year. Tu. W. Th. F. S., 11; M., 2-5.

MR. REID AND SEÑOR REÑASCO

12. Intermediate. Review of grammar, exercises in composition and pronunciation, intensive and extensive reading of texts dealing with Spain and Spanish-America.

Prerequisite, Spanish 11 or the equivalent in high school Spanish (normally 2 years)—depending upon result of placement test.

Indivisible.

Through the year. Tu. Th. S., 8. MR. REID

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1945-46.

FRENCH

***11. Elementary.** For beginners. The elements of grammar and pronunciation; extensive, carefully-graded reading; exercises in speaking and writing simple French.

Open to Freshmen.

Through the year. Tu. Th. S., 9. MR. REID

***111. Elementary—Speaking Approach.** Double credit course for beginners. Active use of spoken French under the direction of a native drillmaster, accompanied by grammatical analysis and practice in direct reading. Grammar sessions 2 hours, practice sessions 3 hours, laboratory sessions 3 hours. Course 111 prepares for admission to course 13 or 14.

Indivisible. Open to Freshmen, subject to approval of instructor.

Through the year. M. Tu. F. S., 9; Tu. F., 2-4.

MR. REID AND MME DE MESSIÈRES

***114. General View of French Literature.** A unified and fairly complete survey of French literature from the beginnings to the present time.

Prerequisite, French 14 or equivalent.

Through the year. Tu. Th., 10 and a third hour to be designated.

MR. DOUGHERTY

23. Advanced Language. Advanced composition and special study of grammatical topics. Prerequisite, French 13 or 112 and preferably Romance Language 24.

Half course. Mr. Reid and Mme de Messières

Offered in 1944-45 as French 17).

***25. Principal Prose Genres.** Detailed study of the essay, the short story, and the novel as exemplified by the chief works in each genre from the sixteenth century to the present time. Prerequisite, French 114 or equivalent.

Through the year.

Tu. Th., 9; a third hour to be designated. Mr. Dougherty

26. French Poetry and Drama. Intensive study of the principal monuments of each genre, from the Middle Ages to 1900. Prerequisite, French 114 or equivalent. Mr. Dougherty

(Offered in Summer term, 1944.)

SPANISH

13. Composition and Pronunciation. The objective of this course is the correct speaking, writing, and comprehension of present-day Spanish. Open to Freshmen, subject to the approval of the instructor.

Prerequisite, Grade of B– or higher in Spanish 12 or equivalent or three years of high school Spanish completed with distinction.

Through the year. Mr. Dougherty and Señor Reñasco

***14. Readings in Spanish and Spanish-American Literature.** The aim of Spanish 14 is two-fold: the attainment of facile reading ability and a general knowledge of the principal Spanish and Spanish-American authors. Prerequisite, Spanish 12 or the equivalent in high school Spanish (normally 3 years)—depending on result of placement test.

Open to Freshmen.

Through the year. M. W. F., 10. Mr. Dougherty

***23. Advanced Language.** Advanced composition and special study of grammatical topics. Prerequisite, Spanish 13 or 112 and preferably Romance Language 24.

Half course.

Second semester. W. F., 9; a third hour to be announced.

Mr. Dougherty

ROMANCE LANGUAGES

***24. Comparative French and Spanish Phonetics.** The elements of general phonetics. A detailed study of the sounds of French and Spanish. Required course for majors who wish to be recommended for teaching either language. Prerequisites, French 13 or 112 and Spanish 13.

Half course.

First semester. W. F., 9; a third hour to be announced.

MR. REID

COURSES OFFERED WHEN DEMAND WARRANTS

FRENCH

112. Intermediate — Speaking Approach. Intensive conversational practice under the direction of a native drillmaster, review of grammar, exercises in composition and pronunciation, intensive reading in a variety of modern texts.

Prerequisite, Grade of B– or higher in French 11, or the equivalent in high school French.

Double credit course.

Open to Freshmen, subject to the approval of the instructor.

Through the year. MR. REID AND MME DE MESSIÈRES

113. Introduction to French Civilization. A selective survey of the history, art, literature, and music of France, from the Middle Ages to the present time, given in cooperation with the Worcester Art Museum. One two-hour meeting weekly at the Museum for lectures, the showing of slides and photographs, and gallery talks, and a third hour at the college. Fulfills requirement in art and literature but not that in foreign language, since a reading knowledge of French is not a prerequisite. MR. DOUGHERTY

SPANISH

113. Introduction to Latin-American Civilization. Parallel course to French 113. MR. DOUGHERTY

(Will probably be offered in 1946-47.)

HEALTH EDUCATION FOR UNDERGRADUATE WOMEN

A REQUIRED COURSE OFFERED EACH ACADEMIC YEAR

Health Education for Undergraduate Women. A study of the principles of healthful living which will aid the student in developing attitudes and habits necessary for happiness and service in personal, family, and community life.

A no-credit course. M. or Tu., 12-1. MISS SHAY

The Summer School

The six-week summer school was established in 1921, primarily to serve teachers who were employed during the regular academic year. Its organization and its offerings have, accordingly, been relatively independent of the general university program. In the present national emergency such an arrangement is no longer feasible. The necessity of providing an opportunity for college students to complete the requirements for a bachelor's degree in three calendar years makes it essential to offer a summer term as an integral part of the college program. Experience also shows that many men on graduating from high school wish to get at least a taste of college before entering service. For them the summer term offers an excellent opportunity.

Teachers, graduate students and others whose plans have been based on attendance at a summer school for six weeks will find that their needs are met, under the revised university calendar, by the second session of the summer term.

They will find courses offered in a wider range of subjects than has been customary in the summer school, particularly in subjects contributing to a better understanding of national and international problems.

A normal program consists of two subjects, each subject yielding three semester hours of credit. Classes in each subject meet for five sixty-minute periods weekly.

The Summer Term Bulletin published in March, contains detailed information about the coming term with descriptions of the various courses, and may be had upon application to CLARK UNIVERSITY, WORCESTER, MASS.

The Summer Term

First Session, June 11 to July 20

Second Session, July 23 to August 31

One result of the national emergency has been the attempt by institutions of higher education to speed up their undergraduate programs in order that students may complete the requirements for a degree within a shorter period of time.

In accordance with this policy, Clark University schedules a summer term of twelve weeks, divided into two sessions of six weeks each.

Instruction is offered in all subjects usually included in the undergraduate or graduate programs for which there is sufficient demand.

Work done in the summer term may be counted toward the fulfillment of the requirements for the degrees of Bachelor of Arts, Bachelor of Business Administration, Bachelor of Education, Bachelor of Nursing Education, Master of Arts, and Doctor of Philosophy.

Unless otherwise announced, subjects are presented in "courses" or "half courses." A course, equivalent to six semester hours, involves five sixty-minute meetings per week, or their equivalent, throughout twelve weeks. A half course extends through six weeks. A normal program will be two subjects carried concurrently.

Tuition charges, for a normal program, are $96 for the term of twelve weeks, or $48 for each session of six weeks. The charge for other programs is on the basis of $8 per semester hour.

Dormitory accommodations for both men and women are available at reasonable rates.

The first session has been designed primarily for college students who will remain through the entire term of twelve weeks. However, any qualified person may be admitted to this session.

Any high school senior finding it possible to attend this early session will be permitted to do so, provided he can present a satisfactory record in seven semesters of preparatory school work and remains in attendance at preparatory school with a satisfactory record up to the opening of the summer term.

The second session has the additional purpose, as has been stated, to serve the group which under normal conditions would attend a summer school for six weeks, beginning about July 4. Many of the undergraduate courses have been planned so that they may be entered at the opening of the second session, and the range of choice in course offerings will be much wider than in recent summer schools.

THE SUMMER TERM AND THE ACCELERATED COLLEGE PROGRAM

The introduction of the summer term, with its two sessions of six weeks each, has given great flexibility to the college program. The college course may extend through the traditional four years or may be condensed into shorter periods of time.

An ambitious student who is well prepared, in good health and willing to work hard may complete the college course in less than three calendar years. A student who graduates from high school in June could enter college at the beginning of the second session of the summer term and receive his bachelor's degree in June three years later without carrying more than a normal program of college work. His schedule for the three years would be as follows:

Enter college in September

First academic year (September to June)	5 courses
Second summer term	2 courses
Second academic year	5 courses
Third summer term	2 courses
Third academic year	5 courses

Requirements for graduation, 10 courses for accelerating students, will be completed at the end of three years.

Schedules providing for graduation at other times may be worked out to suit individual needs.

COURSES OFFERED IN THE SUMMER TERM

Courses are identified by number. The letters "a" and "b" following a course number indicate that the course is offered for the first session or for the second session respectively. Any particular course bears the same identifying number whether it is offered during the regular academic year or in the summer term. Courses primarily for undergraduates have numbers beginning with the figure "1," those for advanced undergraduates and graduate students, with the figure "2," and those primarily for graduate students, with the figure "3."

The following courses were given during the 1944 summer term.

BIOLOGY

ST111a. General Biology.	MR. NUNNEMACHER
ST17a. Embryology.	MR. NUNNEMACHER
ST111b. General Biology.	MR. POTTER
ST18b. Genetics.	MR. POTTER
ST144b. Bacteriology.	MR. POTTER

BUSINESS ADMINISTRATION

ST117.	**Principles of Accounting.**	Mr. Hargest
ST181a.	**Industrial Management.**	Mr. Hargest
ST112b.	**Introduction to Personnel Management.**	Mr. Fisher
ST182b.	**Office Management.**	Mr. Hargest

CHEMISTRY

ST11.	**General Chemistry.**	Mr. Foy and Mr. Chouinard
ST15.	**Elementary Organic Chemistry.**	Mr. Foy and Mr. Chouinard

DRAMATICS

ST113b.	**Modern British Drama.**	Mr. Illingworth
ST145b.	**Stagecraft.**	Mr. Illingworth
ST146b.	**Oral Interpretation of Literature.**	Mr. Illingworth

ECONOMICS AND SOCIOLOGY

ST23a.	**Economics of War.**	Mr. Fisher
ST140a.	**The American Consumer.**	Mr. Fisher
ST112b.	**Introduction to Personnel Management.**	Mr. Fisher
ST121b.	**Labor in Wartime.**	Mr. Fisher

ENGLISH

ST11.	**English Composition.**	Mr. Marble
ST15.	**A Survey of English Literature.**	Mr. Marble

GEOGRAPHY

ST10.	**Principles of Geography.**	Mr. Warman
ST12a.	**Meteorology.**	Mr. Warman
ST191.	**Cartography.**	Mr. Burnham
ST21b.	**Regional Geomorphology.**	President Atwood
ST22b.	**Climatology.**	Mr. Warman

ST27b.	Human Geography.	Mr. Ekblaw
ST285b.	Europe.	Mr. Ekblaw

GERMAN

ST13.	Third Year German.	Mr. Bosshard
ST11.	Elementary German.	Mr. Bosshard

HISTORY

ST121.	American Government and Public Administration.	Mr. Rozwenc
ST201.	Social and Intellectual History of the United States.	Mr. Rozwenc

MATHEMATICS

ST112.	Calculus.	Mr. Roope

PHYSICS

ST17.	Introduction to Modern Physics.	Mr. Roope

PSYCHOLOGY AND EDUCATION

ST11a.	Introduction to Psychology.	Mr. Brown
ST212a.	Experimental Psychology.	Mr. Brown
ST203b.	Psychological Approach to Educational and Vocational Guidance.	Mr. Jones
ST210b.	Psychology of Character and Citizenship Development.	Mr. Jones

ROMANCE LANGUAGES

ST14.	Readings in French Literature.	Mr. Dougherty
ST12.	Intermediate Spanish.	Mr. Dougherty

Clark University Bulletin

WORCESTER, MASSACHUSETTS

Number 171 — January 1945

SUMMER TERM — 1945

Courses in the Teaching of Art and the Teaching of Music are introduced for the first time in the curriculum of the Summer Term.

Conducted by experts in Public School instruction, it is hoped that these courses will prove helpful to many teachers.

Both the men's and women's gymnasium will be open during the summer without extra charge and tennis courts will be available.

During the second term shells are available for crew practise under competent direction.

The main campus consists of the quadrangle shown at the left. The tower separates the auditorium from the Library and the Geography Laboratories. The Library houses over 170,000 bound volumes and pamphlets and receives over 600 journals.

In the corners of the quadrangle not shown are the Science Laboratories and the Gymnasium.

The men's dormitory is a block from the quadrangle. The women's dormitory is directly across the street from the main recitation building. During the summer term dormitory facilities will be available for both men and women.

Research in Psychology and Education at Clark started with the founding of the University. Courses for teachers are emphasized during the Summer Term.

Two large laboratories are devoted to General and Inorganic Chemistry, three to Analytical and Physical Chemistry. In the latter two fields the department is especially well equipped.

CLARK UNIVERSITY BULLETIN

is published in January, March, September, October and December

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CLARK UNIVERSITY

SUMMER TERM
1945

COURSES SUMMER TERM 1945

First Session, June 11 to July 20

Courses preceded by an asterisk continue through both sessions. Those preceded by a dagger are open to freshmen.

Biology—†*General Biology. Embryology or Histology.
Business Administration—†*Principles of Accounting.
Chemistry—†*General Chemistry. Qualitative Chemistry.
Chemistry—*Elementary Organic Chemistry Lectures.
Economics—†Economic History of the United States. Economics of War.
Education—See Psychology and Education.
English—*Survey of English Literature. Milton.
French—†*Readings in French Literature (3rd year college French).
Geography—†*Principles of Geography. Latin America.
Geography—†*Cartography.
German—†*Elementary German. †*Second Year College German.
History—†History of Europe from the Roman Empire to 1660. Europe since 1914. Research in History and International Relations of Continental Europe.
Mathematics—†*First Year College Mathematics. *Second Year College Mathematics (Analytical Geometry and Introduction to Calculus).
Nursing Education—Administration in the Nursing Unit. Teaching in the Hospital Unit (Ward Teaching).
Physics—Radio. †*Celestial Navigation.
Psychology and Education—Clinical Psychology. Child Psychology.
Sociology—*Principles of Sociology.
Spanish—† Second Year College Spanish.

Second Session, July 23 to August 31

The courses of the first session, the names of which are preceded by an asterisk, will continue. In addition, the following new courses will be offered:

Art—Art Education Today.
Biology—Genetics or Bacteriology.
Chemistry—Quantitative Analysis.
Economics—Labor in War Time. Post-war Economics.
Education—See Psychology and Education.
English—Tennyson and Browning.
Geography—Geography in Education. Cultural Geography. Post-war Problems of North America. Geographic Aspects of Peace Problems. Climatology.
History—†American History since the Civil War. Westward Expansion in American Development. Research in the History of the United States.
Music—The Teaching of Music in the Public Schools (Primary Grades).
Psychology and Education—Psychological Approach to Citizenship Development. Guidance through Biography.

INSTRUCTORS

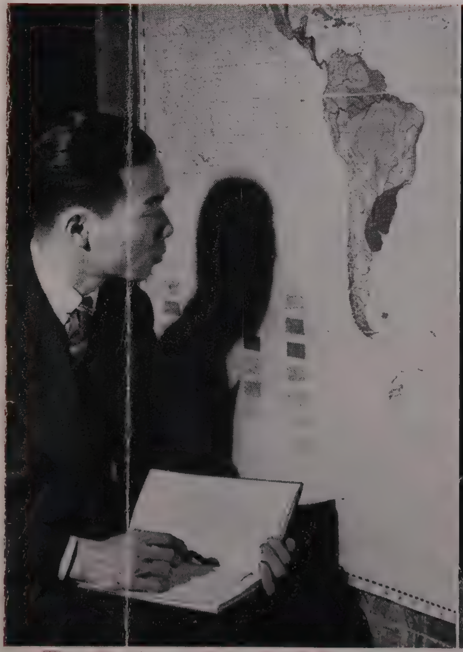
All instruction is offered by full time members of the Clark staff with the following exceptions:

Art, by Leo T. Doherty, Director of Art in the Worcester Public Schools.

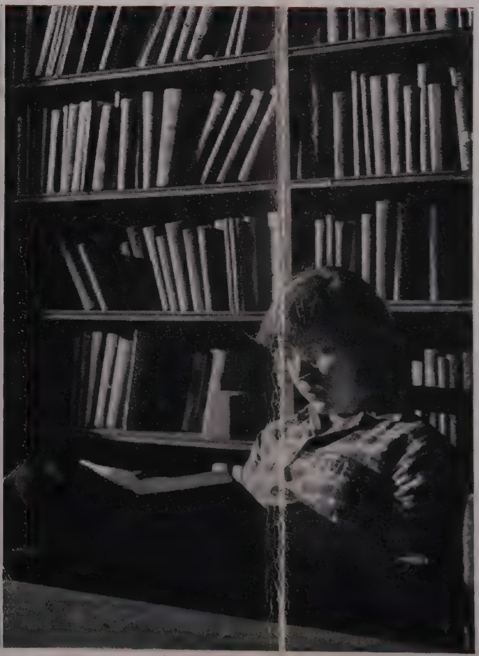
Music, by Arthur J. Damn, Director of Music in the Worcester Public Schools.

History, in the second semester, by E. C. Coddington, Assistant Professor of Social Sciences, Teachers' College of Connecticut.

The desire of many students to get the elements of premedical training before induction is fully recognized. Above is a view in one of the biological laboratories. Clark is proud of the records its students have made. Many Clark men, graduates of Class A Medical Schools such as Harvard, Yale, Boston University, and Tufts, are now connected with Worcester Hospitals.



The Graduate School of Geography attracts students from all over the world.



Open stacks in the spacious Library encourage browsing.

Questions and Answers

For whom is the summer term intended?

First, for students already in college who wish to proceed with utmost speed toward completion of their work. Such students may be those regularly enrolled at Clark or those in Worcester for the summer only.

Second, for high school students graduating in June, particularly those who wish to get a taste of college before being drafted. Students desiring to go into medicine can, for instance, complete in the summer two year-courses, one in Biology, another in Chemistry, Mathematics, Foreign Language, or Social Science.

Third, for teachers or other adults who desire further undergraduate training. For the second session especially, courses are planned to meet the needs of teachers. In addition to the usual college subjects, teachers should note the courses offered in the Teaching of Art, the Teaching of Geography, and the Teaching of Music.

Fourth, for returning veterans who wish to begin or renew their college studies. The smaller number of courses in the summer program, even though the work is concentrated, offers favorable conditions for readjusting to the requirements of academic work.

How much credit does each six-week session yield?

A normal program of two courses yields credit of six semester hours.

Do any special offerings distinguish the Clark University Summer Term from that of many other small institutions?

In addition to the usual offerings of a small institution, the following may be noted:

An unusual variety of courses in Geography, including Cartography; courses in the Teaching of Art, Geography, Music, and Nursing Education; work in Introductory Accounting; and opportunity for graduate study in Education, Geography, and History.

What is the cost of the summer term?

The tuition is $48.00 for two courses for each six-week session. A single course is $24.00 for the same period. Most science courses have a laboratory fee of five dollars for each six-week session. In Chemistry there is also a breakage fee. Books are additional. Meals may be obtained nearby at normal rates.

Are scholarships available for the Summer Term?

For undergraduate men, candidates for a degree at Clark.

For further information, address

The Dean, Clark University
WORCESTER, MASSACHUSETTS

The Degree of Bachelor of Education

The degree of Bachelor of Education is offered to teachers, both men and women, who have completed a two-year normal school course, or its equivalent, and who have had at least one year of experience in teaching. Candidates for this degree are under the direction of the Committee on Extension Courses and Special Students.

Credit toward this degree may be earned in regular college courses, in summer school, and in afternoon and evening courses offered in the university especially to meet the needs of candidates for this degree ("Courses of College Grade for Adults"). Study outside of regular classes conducted under the auspices of a recognized institution of college grade cannot be accepted for credit, although such study may be the basis of relief from requirements in particular subjects.

A teacher in active service may normally earn a maximum of four semester hours of credit in each semester of the academic year and six hours in a six-week summer school.

The program leading to the degree includes requirements in English, foreign language, laboratory science, social science and education.

RULES AND REGULATIONS

It is impossible to cover explicitly, by rule, all situations which may arise in the absence of a fixed curriculum and with the possibility that credit toward the degree may be obtained from a variety of sources. The committee is guided by the general purpose to maintain a reasonable standard, involving suitable choice of courses and satisfactory performance in them.

The more important rules affecting candidates for the degree of Bachelor of Education are as follows:

Admission: Only those who have completed a two-year normal school course or the equivalent may be admitted to candidacy for the degree of Bachelor of Education.

An application for admission to candidacy must be made in writing on a form which may be obtained from the university Recorder. An application should be accompanied by evidence of graduation from a standard high school and an *official* record of all study by the applicant in normal school and college.

Applicants are notified in writing of action on their applications. Such notice in the case of those accepted includes a statement of credit allowed on records submitted, and of any special requirements.

The Matriculation Fee, $5, must be paid for the purpose of opening an official record in the office of the university Recorder.

Credit from Other Institutions.

a. Credit of 54 semester hours will normally be given for the completion of a standard two-year course in a normal school or teachers college. Less than this may be granted at the discretion of the committee in charge, and additional credit may be allowed for a longer period of study and for suitable work in extension courses or in summer schools. The total credit from other institutions may not exceed 90 semester hours.

b. After admission to candidacy credit may be allowed for courses taken at approved universities, colleges, or normal schools, *provided such courses are authorized in advance.*

c. Not more than thirty hours of credit may be allowed for home study courses and extension courses taken with other institutions. Such work is accepted from only a limited number of sources. This thirty-hour limit applies to the combined total of "home study" and "extension" courses.

Requirements for the Degree.

a. 120 semester hours of college credit, including advanced standing granted at the time of admission to candidacy.

b. At least 30 semester hours of credit earned *in residence* at Clark University.

c. At least one year's teaching experience or its equivalent.

d. Requirements in particular subjects:

  (i) Six semester hours in psychology or education, taken after the completion of the two year normal school course or its equivalent.

  (ii) Six semester hours of laboratory science, taken after the completion of the two-year normal school course or its equivalent.

  (iii) Ten semester hours of English, which may be taken in whole or in part in the normal school course.

  (iv) Twelve semester hours in any *one* foreign language, which may be completed in whole or in part elsewhere than at Clark University. Evidence of the completion of this requirement may be supplied in the following ways: (1) by securing credit in course toward the degree for the twelve semester hours required; (2) by securing credit in course toward the degree for at least the last four semester hours normally required to complete the twelve hour requirement; (3) by passing satisfactorily an examination set by Clark University.

  (v) Twelve semester hours of economics, geography, government, history, or sociology, at least six of which must be taken after the completion of the two-year normal school course or its equivalent.

Standard of Scholarship. A grade better than D+ is required in three-fourths of all credit accepted toward the completion of the requirements for the degree.

Lapse of Candidacy. Candidacy for the degree terminates automatically whenever for a period of two years or more a candidate has failed to complete any courses in Clark University yielding credit toward the degree. A candidacy terminated under this rule may be renewed by action of the committee in charge. Such renewal may involve a revision of allowances previously made, both in respect to total credit and requirements in particular subjects.

Diploma Fee. The diploma fee, $5, should be paid to the Bursar not later than the beginning of the term in which the requirements for the degree will be completed.

SPECIAL COURSES FOR TEACHERS

Special courses for teachers in service (extension courses) given at times which avoid conflict with school sessions, have been offered for many years. Because of various changes brought about by the war it has not been feasible to continue such offerings for the current year.

Historical Note

Clark University owes its existence to the interest in higher education of Jonas Gilman Clark, who was born at Hubbardston, Worcester County, Massachusetts, February 1, 1851. Conscious of the meagerness of his own early educational opportunities, he devoted his later years to the establishment and nurture of the institution which bears his name. In this he was ably assisted by his wife, Susan W. Clark, and by prominent citizens of Worcester. Mr. Clark died at Worcester on May 23, 1900.

The charter of the University was granted by the General Court of Massachusetts in 1887. The Graduate Division, with Granville Stanley Hall as president, received its first students in 1889. Special provision was made in Mr. Clark's will for the establishment of an Undergraduate Division with its own president but under the same general control as the Graduate Division. Carroll Davidson Wright was chosen president of the Undergraduate Division and students were first received in October, 1902. After the death of President Wright in 1909, Edmund Clark Sanford, then Professor of Psychology in the Graduate Division, was chosen as President of the college.

In June, 1920, Presidents Hall and Sanford resigned and Wallace Walter Atwood was elected to the presidency of both the Graduate and the Undergraduate Divisions of the Universitv.

During the academic year 1920-21 the two faculties continued their separate organizations while plans for unification were being worked out. These plans, approved by the Board of Trustees, went into effect in 1921-22 and provided for the fusion of the two faculties into a single body.

With the election of President Atwood, provision was made for the establishment of a Graduate School of Geography, and work in that school was begun in the fall of 1921.

The Women's College was established in 1942 and received its first students in September of that year.

A Summer School with a six weeks' session has been conducted each year, beginning in 1921 until interrupted by the war-time program in 1942.

Beginning with the summer of 1942 the university has operated on a year-round program including a twelve-week summer term, divided into two six-week sessions. The second session has been designed to meet the needs formerly served by the Summer School.

A unit of the Army Specialized Training Program was stationed at the university from August 1943 to March 1944, when the program was discontinued.

Degrees Conferred

In the Calendar Year 1944

BACHELOR OF ARTS

Arden Almquist
Eleanor Elizabeth Barriere
(With honors in Economics and Sociology)
Harold Joseph Bergstrom
Carol Grace Bird
Victor Harold Cagen
Elizabeth Mary Doran
(With honor in general course and honors in History and International Relations)
Frank King Duffy
John Eaves, Jr.
Ruth Emelia Ericson
Lawrence Fox
(With highest honor in general course and honors in History and International Relations)
Marcus Gordon Grodberg
Marvin Israel Gruss
(With highest honor in general course)
Effie Hartocollis
Rita Caradonna Horton
(With honor in general course)
Priscilla Karle
David Kramer
Lillian Anne Luksis
Stuart Huxley Martin
Marie Agnes McCrealy
George Henry Merriam
John Thomas Miller, Jr.
(With high honor in general course and honors in Economics and Sociology)
John Rudolf Mrosek
(With honor in general course and honors in Economics and Sociology)
Donald Ralph Nelson
Rita Louise Paldino
Carl Wakefield Perkins, Jr.
Rebekah Jane Porter
Gordon Stephen Price
Joy Lina Putnam
Oscar Resnick
Helen Marjorie Robinson
Nancy Katherine Rodier
(With honor in general course)
Irene Phyllis Senecal
Kenneth Albert Sund
James Clifton Wright
Arthur Yagjian

BACHELOR OF BUSINESS ADMINISTRATION

Gerald John Heslinga
Murray Franklin Sleeper

BACHELOR OF EDUCATION

Dorothy Alice Amidon
Lillian Cecile Carroll
Gertrude Eileen Foley
Ora Josephine Gatti
Mary Hazel Hughes
Mabel Robertson Locke
Ellen Harriet Rollins
Agnes Scott Rougvie
Margaret Martha Sullivan

MASTER OF ARTS

Marian Bertha Banks
Lillian Kochenderfer Crecraft
Alice Helena Crowe
Eleanor Lillian Fass
Eli Morton Feldman
Thelma Tobey Gilman
Wilbert Jeptha Humphlett
Alice Ethel Langley
Eva Elizabeth Martens
Florence Orinofsky
Mary Alice Roper
John Clinton Sherman
Leo William Ziemlak

MASTER OF ARTS IN EDUCATION

Kathryn Gladys Mandeville
Mary Pauline Powers

DOCTOR OF PHILOSOPHY

Helen Hoppe Balk
Leo James Guay
David Kai-Foo Loa
Thomas L'Herbette Malumphy
Merle Charles Prunty, Jr.

HONORARY DEGREES

Thomas Leon Patterson	Doctor of Science
Leverett Saltonstall	Doctor of Laws

SUMMARY

Degrees in Course		*Honorary Degrees*	
Bachelor of Arts	35	Doctor of Science	1
Bachelor of Business Administration	2	Doctor of Laws	1
Bachelor of Education	9		
Master of Arts	13		
Master of Arts in Education	2		
Doctor of Philosophy	5		

Register

Names of students are grouped in four lists. I, graduate students, college students, and special students in attendance during the regular academic year; II, those who attended the 1944 Summer Term; III, candidates for the degree of Bachelor of Science in Nursing.

I. GRADUATE STUDENTS, COLLEGE STUDENTS AND SPECIAL STUDENTS IN ATTENDANCE DURING THE REGULAR ACADEMIC YEAR

Explanation: S—scholar; F—fellow; numerals 45, 46, 47, and 48 are used to classify undergraduates; g—students formally admitted to the graduate division; s—special students; AL—ancient languages; B—biology; Ch—chemistry; Ec—economics and sociology; Ed—education; En—English; FA—fine arts; Ger—German; G—geography; H—history and international relations; NE—nursing education; Ph—physics; Ps—psychology; RL—romance languages.

State omitted—Massachusetts; town omitted—Worcester; street names refer to streets unless otherwise indicated.

This list includes the name of all who have matriculated and registered. An asterisk (*) indicates a student not in residence for the entire year.

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
Abelson, Herbert Irving	47		1 Freeland
Adam, Eva Maria	48	Ronkonkoma, N. Y.	Women's Dormitory
Adamian, George	47		148 Dewey
Adams, Evelyn Marie	Ed g		4 Cullen Court
Adlerz, Martha Linnea	46		7 Birmingham Rd.
Almgren, Helen Gertrude	48		556 Chandler
*Amidon, Dorothy Alice	Ed g		13 Granville Ave.
Anderson, Barbara Norris	46	Agawam	Women's Dormitory
Anderson, Priscilla Marie	47	West Boylston	
Andonian, Paul John	Ch s		15 Preston
Aronson, Irma Roslyn	48	Westboro	
Avery, Charlotte Helen	48		2 Homestead Ave.
Baker, Dorothea Anna	48		49 Wellington
Bates, Jean Audrey	48	Damariscotta, Me.	32 Buckley Rd.
*Balcanoff, Peter	H s		362 Coburn Ave.
*Beck, Paul Victor	48		46 Wachusett
Becker, Jean Marie	47		17 Bellingham Rd.
Bedrosian, Azariah	45		835 Main
*Bergen, Alice Moran	Ec s		554 Main
Bergstrom, Muriel Louise	47		747 Chandler
*Bestehorn, Virginia Louise	48		5 Sunrise Ave.
Bininger, Mary Lee	Ps S	Lancaster, O.	10 Hawthorne
Bird, Margaret Elaine	47	Leominster	54 Hollywood
Blumenthal, Joan Carolyn	46	New York, N. Y.	Women's Dormitory
Bolton, Janette	Ec s	Whitinsville	
Bouley, Anita Elizabeth	47	Spencer	
Brearley, Betty	47		3 Dewar Dr.
Brennan, John David	46		33 Clement
Brigham, Barbara Ann	45		38 Winifred Ave.
Brigham, Donald Logan	47	Sutton	49 Belmont
Brodsky, Barbara Ellen	48		26 Maplewood Rd.
*Brodsky, Thelma Shirley	45		26 Maplewood Rd.
Brown, Fay Arlene	48	Whitinsville	Women's Dormitory
*Brown, Richard Carson	46		7 Marcy
Bubar, Jean Phyllis	47	Holden	
Burack, Harriet	46		1331 Main
Burns, Carolyn Jean	47		27 Grand
Butler, Mary Catherine	47		7 Creswell Rd.
Caisse, Shirley Mary	48	Millbury	
Camp, Georgiana	46		2 Claremont Sq.
*Carlson, Ruth Eleanor	48		19 Adelle Circuit
*Carmody, Catherine Ann	Ed s		108 Airlie
Carroll, Lillian Cecile	Ed g		21 Fruit
Carroll, Mary Virginia	47		13 Jefferson
*Cassidy, Mary Anderson	B s	Uxbridge	Memorial Hosp.
Chao, Shu-Wen	G g	China	Estabrook Hall

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
Chigas, Gloria	47	Catskill, N. Y.	Women's Dormitory
Chohat, Evelyn Aviva	H S	Bridgeport, Conn.	Women's Dormitory
Chouinard, Albert Eugene	Ch F		483 Pleasant
Chupis, Ruth Ann	48	Shrewsbury	
*Cianko, George	B s		165 Austin
Civin, Robert Henry	47	Spencer	
*Coghlin, Cynthia	47		13 Willard Ave.
Colton, Susanna Boylston	46		138 June
Connor, Jane Agnes	48	East Brookfield	
Conway, Barbara Emma	46	Leicester	
Cook, Dora Louise	48	Shrewsbury	
Corfield, George Sibley	G F	Port Byron, N. Y.	80 Florence
Cotzin, Dorothy Selma	46		49 Woodland
*Coulter, Albert	En s		6 No. Woodford
*Courtemanche, Mildred Hazel	NE s	Claremont, N. H.	Worc. City Hosp.
Crain, Frances Janet	48	Leominster	Women's Dormitory
Crowe, Lois Elizabeth	45		5 Michigan Rd.
Dacey, William	G g	Princeton	
*D'Alessandro, Corinne Ann	48	Dudley	
Dand, Virginia Wyman	48		21 Bellevue
Davidonis, Aldona	47		14 Hillside
Deacon, Nadine Anrep H.	G S	Toronto, Can.	138 Woodland
*Dean, Veva Kathern	G F	Cavalier, N. D.	404 Chandler
De Lollis, Georgianna Assunta	48		14 Liscomb
Denardo, John Edward	48	Waterbury, Conn.	Estabrook Hall
Desroches, Richard Henry	48		158 Grand
Dinerstein, Jenny	B s	Colchester, Conn.	Worc. State Hosp.
Dion, Louis Ferdinand	B F		Assumption College
Dolan, Carolyn Anne	48		15 Wyola Dr.
Donovan, Margaret Rita	Ps g	Millbury	
Doolittle, Carolyn Merriam	48		9 Rexhame Rd.
Doolittle, Jane Emerson	46		48 Havelock Rd.
Doolittle, Nancy	45		9 Rexhame Rd.
Doran, Elizabeth Mary	H S		76 Paine
*Dow, Edwin Peter	48	Rochdale	
Dowd, Barbara Alice	Ed g		2 Marble
Doyle, Ann Marie	46		930 Main
Driscoll, Florence Frances	46		48 Arlington
Dufresne, Ruth Marie	47	Northboro	Women's Dormitory
Dumas, Frances Jane	48	Sturbridge	150 Woodland
*Duprey, Mary Ileen	46	Berlin	
*Dupsha, Albert Robert	47		14 Harlem
Dwight, Marion Beatrice	48	Hubbardston	Women's Dormitory
Dzikiewicz, Edmond Bernard	46		55 Olga Ave.
*Ebenstein, Shirley Ruth	RL s		121 Coolidge Rd.
Elenbaas, N. Bernice	G g	Lynden, Wash.	Women's Dormitory
*Ellsworth, Dean Hallock	48		59 Barrett Ave.
Emerson, Eleanor Margaret	46	Webster	
Engstrom, Elaine Grace	48		934 Grove
Erickson, Irving Peter	Ed g		186 Russell
Ermak, Mary	45	Farnumsville	
Farinelli, Angela Marie	47	Shrewsbury	
Farmer, Evelyn	48	Boylston	
Fass, Eleanor Lillian	G F	Milwaukee, Wis.	11 Wheeler Rd., No. Grafton
Feingold, Golda Muriel	46		925 Pleasant
Ferber, Maurice Robert	45	Schenectady, N. Y.	Estabrook Hall
*Fielder, Elaine Phyllis	48	E. Providence, R. I.	27 May
Finneran, Eleanor Aileen	47		5 Beechmont
Finney, Florence Elizabeth	48	W. Brookfield	
Fiorillo, Domenic Donald	45		134 Shrewsbury
Flynn, Katherine Clare	Ed g		16 Westfield
Flynn, Marie Virginia	46		53 Sagamore Rd.
*Freeman, Phyllis	47	Palm Beach, Fla.	86 Granite
Frey, Irma Gloria	47	Clinton	
*Gaster, Sacha Jack	48	New York, N. Y.	Estabrook Hall
Gleason, Dorothy Mary	H s		46A Elm
*Goldstein, Edward Martin	48	Brookline	Estabrook Hall

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NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
Goldstein, Gabriel Fischel	Ch g		32 Oxford
Goldstein, Harriet Seder	47		1 Kensington Hgts.
Goreau, Thomas Fritz	45	New York, N. Y.	7 Hawthorne
Gould, Lidorra Frances	En s	Holden	
Greenstein, Julius Sydney	48	Mattapan	Estabrook Hall
Griffin, Carl Raymond, Jr.	46	Rutland	
Griffin, Margaret Monica	48		27 Freeland
Gullberg, Norma Lorraine	46		927 Grove
Gutridge, Stanley Holmes	45		11 Prospect
Gwynne, Nettie Thayer	B s		12 Ivanhoe Rd.
Haddad, Ruth Ellen	47		2 Dartmouth
Haith, William Lawrence	48	Southbridge	Estabrook Hall.
Haldeman, Abigail Blakslee	46	Ventnor, N. J.	Women's Dormitory
*Hamaji, Roy S.	G S	Amache, Colo.	Estabrook Hall
*Hamant, Willa Jane	48	Plainville	Women's Dormitory
Hamel, Virginia Rita	46		35 Eunice Ave.
Haratani, James	G S	Amache, Colo.	Estabrook Hall
*Harding, Kenneth Clarke	Ed g		36 Cascade Rd.
Harper, Eva Marie	NE s		115 Massasoit Rd.
Harris, Kathleen Ruth	46	Dodge	Women's Dormitory
*Harris, Marion V.	Ed g	Millbury	
Hayden, William George	46	Springfield	Estabrook Hall
*Hayford, Bernice Emma	Ch s	Leominster	
Hayward, Bernardine Cashen	45		38 June
*Hebert, Mary Elizabeth	Ger s		23 Dale
Heon, Pauline Florence	46		12 Wellington
Hevey, Jerome Joseph, Jr.	46	Springfield	Estabrook Hall
Hiatt, Jacob	H g		930 Pleasant
Highberg, Emeline Colburn	45		40 Monterey Rd.
Hogan, Frances Helen	Ed g		3 Kilby
Hovenesian, William Markar	47		43 Highland
Howard, Shirley B.	48		210 Chandler
*Hsu, Ming	H g	Chungking, China	Estabrook Hall
Hudson, Nancy	G F	Brooklyn, N. Y.	157 Woodland
Hull, Stanley Parker	46		34 Dover
*Humiston, Dorothy	Ps g	Santa Ana, Calif.	Dean Ac., Franklin
*Hutch, Catherine Louise	Ed g	Marlboro	
Hutter, Harry Kennedy	G F	Moorhead, Minn.	17 Halmstad
Irizarry, Julio	46	Yauco, P. R.	Estabrook Hall
Isgro, Ernest Francis	47	Schenectady, N. Y.	Estabrook Hall
*Jacobs, Theodore Burton	47	Dorchester	11 Charlotte
Jameson, Marie Loff	47		56 Bowdoin
Jencks, Ruth Hortense	G g	Passaic, N. J.	School St., Sterling
Jerome, Kathryn Ann	47		28 Circuit Ave.
Johnson, Carol Louise	45		184 Clark
Johnston, Ruth	45	Spencer	
Josephs, Ida	Ps s		11 Berkmans
Joyce, June Pearl	48	E. Brookfield	E. Brookfield
*Jurva, Thelma Helene	47	E. Jaffrey, N. H.	Women's Dormitory
Kalil, George	Ed g		269 Fairmont Ave.
Kane, Katherine Virginia	45		83 Charlotte
Kassen, Anita	Ps S	New York, N. Y.	18 Claremont
Kelliher, Eleanor Catherine	45		24 Howland Ter.
Kesner, Morris Reuben	45		27 Providence
*Kidder, Cecile Henriette	NE s	Claremont, N. H.	Worc. City Hosp.
*Kirby, Marie-Claire	47		1202 W. Boylston
Knipe, Grace Gwendolyn	47		27 Marland Rd.
Knowles, Nancy	48		3 Burgess Rd.
Kokocinski, Emily Elizabeth	48	Webster	
Kosciusko, Rita Elizabeth	47	Grafton	
Krajewski, Florence Joan	46		622 Cambridge
Krakenberger, Cecile Elisabeth	47		72 Salisbury
*Krieger, Robert Eugene	48		113 Beeching
*Krumanocher, Josephine Minerva	NE s	White Haven, Pa.	Worc. City Hosp.
Kunzelman, Lois Walbridge	48		6 Ararat
Lacouture, Phyllis Marie	45	Millbury	
Lampron, Doris Elaine	47	Spencer	

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
Lavoie, Estelle Mary	47	Dudley	Women's Dormitory
*Laws, John Stewart	Ed s		415 Lake Ave.
*Levine, Marshall Jerome	48		2 Shannon
*Levy, Alfred Jacob	48	Dorchester	Estabrook Hall
Litsky, Warren	45	Fitchburg	Estabrook Hall
Little, Martin Henry	Ch F	Millbury	Estabrook Hall
Lucas, Elizabeth Anne	47		54 Morningside Rd.
Macewicz, Agrippina Anne	G g		30 Morningside Rd.
MacShawson, Irving	46		9 Freeland
*Manna, Angela Gertrude	47		11 Seward
Manning, Arleen Marie	48		1 Rosemont Rd.
Maria, Albert	48	Willimansett	Estabrook Hall
Marlborough, Margaret Ann	Ed g	Millbury	
*Marsh, Donald West	46	Rutland	
Marx, Ludwig Konrad Hugo	H S	Syracuse, N. Y.	Estabrook Hall
Matte, Juliette Maria	48	Southbridge	
*Mayo, Ralph Carlson	Ed g		4 Perkins
*Mazur, Bernard	48		147 Chandler
McCann, Marion Margaret	45		55 Longfellow Rd.
McCarthy, Anne Marie	46		513 Cambridge
McCarty, Margaret Ann	48	Clinton	
McDonald, Ina Marie-Denise	46		90 Lakewood
McDonough, Robert Richard	H s		468 Park Ave.
McKenny, Ann Marie	46	Marlboro	99 June
*McManus, Mary Catherine	Ed g		
McNamara, John Webster	47		40 Chamberlain Pkwy.
*McSweeney, Haline Therese	46		73 Fairfax Rd.
Menard, Robert Wells	48		57 Howland Ter.
Michelman, Shirley Miriam	47		18 Stockton
Milman, Shirley Irma	47		51 Brantwood Rd.
Miskavich, Joseph Peter	45		6 Sigel
*Monks, Norman Joseph	AL s		102 Wildwood Ave.
Monroe, Drusilla	48	Spencer	
Morel, Robert Edward	45	Hudson	6 Charlotte
Morgan, Gwendolyn Anna	48	Constable, N. Y.	Women's Dormitory
Morin, Gerald Joseph	48	Fisherville	
Morse, Nancy	48		49 Rowena
Murphy, Alice Veronica	45		305 Massasoit Rd.
Murphy, Eleanor Jean	47		291 Beverly Rd.
*Murphy, Marion Betty	B s		5 Glendale
Nanigian, Stella	46	Paxton	19 Harvard
Nelson, Paul Edward	47		6 Victoria Ave.
Nimee, Ruth Anne	Ps s	Leominster	
Noe, Margaret Mary	48	No. Grafton	
*Nylen, Alfred	48		62 Hillcroft Ave.
O'Flynn, Ruth Ellen	46		7 Fiske
*O'Keefe, Daniel Patrick	45		205 Park Ave.
*Paldino, Rita Louise	B s		124 Dorchester
Pantos, Marguerita	47	Spencer	
Paskevich, Cyprus Joseph	46		33 Queen
*Paterson, Wentworth D.	47	Hubbardston	Estabrook Hall
*Pemstein, Hannah	48		22 Highland Ter.
Peterson, George Alfred, Jr.	47		1 Woods Ave.
Pettit, Sally	48	St. Johnsbury, Vt.	6 Birch
*Pike, Sidney	48	Dorchester	Estabrook Hall
Pileggi, Julia Rose	47		1 Pelham
*Pilibosian, Sadie Helen	Ed g	Whitinsville	
*Plakstis, Peter, Jr.	48		3 Perry Ave.
*Popielarczyk, Alexander	48, B s	Clinton	
*Powell, Margaret Rose	Ch s		18 Robertson Rd.
Praglin, Julius	48	Boston	Estabrook Hall
*Puracchio, Vincent James	48	Southbridge	
*Putnam, Margery Meryle	48		4 Dorset
Queen, Adelle Lucille	46		139 Providence

NAME	CLASSIFICATION	HOME ADDRESS	WORCESTER ADDRESS
Radzik, Alexander John	46		136 Endicott
Reardon, John Paul	Ed g		57 Granite
*Redican, Ruth Cunningham	Ps g		19 Hudson
*Reis, Charlotte Elizabeth	48		188 Institute Rd.
Rice, Geraldine Elizabeth	47		3 Lowell
Risley, Edward Michael	46	Springfield	Estabrook Hall
*Roach, Philip Leslie	Ed s	Auburn	
*Rohan, Beatrice Lorraine	48	Brookfield	Women's Dormitory
*Rollins, Ellen Harriet	G g		20 Enfield
Ronnholm, Paul Frederick	45		20 Auburn
Rosenstein, Marcia Mae	48	Spencer	
Ruderman, Thera Cecile	48		53 May
Russell, Margaret Mary	46	Millbury	
Savaria, Georgette Yolande	45		9 Beverly Rd.
Sayres. Avivah Latinsky	Ps S	Brooklyn, N. Y.	18 Claremont
Schlafman, Irving Herbert	47	Haverhill	Estabrook Hall
*Schneider, Keith Morton	46	New York, N. Y.	Estabrook Hall
*Schwab, Bernard	48		934 Main
*Scola, Jere Anthony Paul	H s		30 Houghton
*Shamgochian, Alice	46		79 Eastern Ave.
Shannon, William Vincent	48		41 Ripley
Shawmut, Paulina Celia	45, H g		11 Iowa
*Shay, Margaret Towell	Ger s		3A Allen
*Shea, Agnes Gertrude	Ed g		64 Charlotte
Shea, Ella Gertrude	(B.Ed.) s		14 Bancroft
*Sheahan, Virginia Byrnes	45		257 Chandler
*Sherman, Harold Irving	47	Chattanooga, Tenn.	73 Richmond Ave.
*Sih, Tso Yun	Ec g	Chungking, China	Estabrook Hall
Sinclair, Nancy Hokans	46		61 Everard
Sistrand, Doris Gustava	48		30 Palisades
Slein, Mary Madeline	46		12 Ashton
Smith, Elizabeth	Ps s		19 Baker
Smith, Marilyn Ethel	47	Sutton	
*Smith, Nathalie Jewett	48		68 Moore Ave.
Smith, Robert Wallace	46		184 Fairmont Ave.
Spongberg, Ruth Ella	48		10 Monica Rd.
Spungin, Marian Allyene	48	Greenwich, R. I.	Women's Dormitory
*Spungin, Nathan	48		58 Granite
Stavros, Esther	47		37 Hudson
Steedman, Jane Wheeler	Ps S	New York, N. Y.	18 Claremont
Stern, Leah Barnett	Ps S	New York, N. Y.	18 Claremont
*Stevens, Allison Page	47	Marlboro	
*Stone, Alton Harold	47	Gardner	
*Stratton, Thelma	NE s	Hopedale	
*Stuebi, Theodore Grove, Jr.	48		275 Lincoln
Stuebi, Winifred Louise	47		275 Lincoln
Suchodolski, Henry E.	48		129 Endicott
*Sullivan, Edward Patrick	46		466 Park Ave.
*Sullivan, Paul Joseph	Ed g		6 Fisher Rd.
Sunukjian, Helen	Ps g	Troy, N. Y.	Worc. State Hosp.
*Sutton, Franklin Louis	BA s	Athol	
Swasey, Paul Edward	47		6 Birch
Tait, Pauline Mae	47		10 Suburban Rd.
Tanona, Alexandra Carol	En s		40 Htichcock Rd.
Tashjian, Helen Elizabeth	47	West Boylston	
Tobey, Ray Wentworth	G g	Fairfield, Me.	941 Main
Tuttle, Jean Wishart	47		125 Malvern Rd.
*Vaghini, John Raymond	48	Clinton	49 Belmont
Van de Workeen, Melvin Charles	48		14 Charlotte
Varjabedian, Arpine	47		14 Goulding
*Vaskas, Edmund John	48		107 Sterling
Wawrzyniak, Loretta Anne	45	Webster	
Weiser, Mona	47		48 Downing
Wheeler, Barbara Claire	47	Leominster	Women's Dormitory
*Wraight, Aaron Joseph	G S	St. Louis, Mo.	6 Downing
Wright, Marion Irene	G g	Providence, R. I.	35 May
*Wroblewski, Helen Rawinski	Ec-s		96 Vernon
Wroblewski, Thaddeus C.	H s		96 Vernon

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
Yacuzzi, Thomas Joseph	48	Shrewsbury	
Yagjian, Arthur	G g		3 Lapierre
*Yoffe, Graenem Abba	47		6 Woodford
Young, Mildred Louise	Ed g	Auburn	
Ziemlak, Leo William	Ch F		70 Greenhill Pkwy.
Ziu, Mary	48	Southbridge	

Students, not listed elsewhere, enrolled in French 113 at the Worcester Art Museum

Larkin, Alice B.
Orr, Helen A.
Perman, Albina A.

II. SUMMER TERM STUDENTS (1944)

Adam, Eva M., Ronkonkoma, N. Y.
Adamian, George, Worcester
Adams, Virginia, Worcester
Adlerz, Martha L., Worcester
Army, Madeline J., Worcester
Aronson, Paul R., Swampscott
Auffrey, H. Philip, Pittsfield

Baker, Dorothea A., Worcester
Baker, M. Edith, Montreal, Canada
Barr, Grace, Bennington, Vt.
Barriere, Eleanor E., Worcester
Bartoli, Dorothy L., Southbridge
Beck, Paul V., Worcester
Becker, Jean M., Worcester
Bedrosian, Azariah, Worcester
Bickford, Beatrice, Grafton
Blouch, Adelaide B., Lakewood, O.
Brady, Phillipa L., Worcester
Brearley, Betty, Worcester
Brigham, Barbara A., Worcester
Brodsky, Thelma S., Worcester
Brown, Richard C., Worcester
Brown, Zylpha B., Whitinsville
Burke, Eileen E., Worcester
Burwick, Estelle B., Worcester
Butler, M. Catherine, Worcester

Carlson, Martha J., Worcester
Cassidy, Clare T., Uxbridge
Chafetz, Morris H., Worcester
Chan, Yu Lai, China
Chao, Shu-Wen, China
Chupis, Ruth A., Shrewsbury
Cianko, George, Worcester
Civin, Robert H., Spencer
Clough, Inez L., Waterbury, Conn.
Collins, Elizabeth A., Asheville, N. C.
Conant, Virginia L., Worcester
Courtemanche, Mildred H., Claremont, N.H.
Crathern, Dorothy A., Worcester
Crowe, Alice H., Worcester
Crowe, Lois E., Worcester

Dacey, William, Princeton
Davidonis, Aldona, Worcester
De Mille, Mary E., Framingham
Desroches, Richard H., Worcester
Doran, Elizabeth M., Worcester
Dow, Edwin P., Rochdale
Ducharme, Lorraine T., Worcester
Duke, Florence M., Webster
Dupsha, Albert R., Worcester

Earle, Ellen B., Worcester
Eaton, Louise S., Worcester
Eisnor, Edward B., Jr., Leicester
Ermak, Mary, Farnumsville

Ferber, M. Robert, Schenectady, N. Y.
Fiorillo, Domenic D., Worcester
FitzGerald, Marie G., Worcester
Freeman, Phyllis, Palm Beach, Fla.
Furman, Martha, Brooklyn, N. Y.

Garrity, Lillian F., Leominster
Gleason, Dorothy M., Worcester
Goreau, Thomas F., New York, N. Y.
Gould, Lidorra F., Holden
Greenstein, Julius S., Mattapan
Griffin, Ella W., Westboro
Gurfinkel, A. Leon, Worcester
Gustavson, Elsie I., Worcester
Gutridge, Stanley H., Worcester

Hamaji, Roy S., Amache, Colo.
Hassett, John H., Auburn
Heslinga, Gerald J., Millbury
Highberg, Emeline C., Worcester
Holmstrom, Barbara E., Worcester
Howe, Vincent G., Worcester
Hughes, M. Hazel, Worcester

Jacobs, Theodore B., Dorchester
James, William H., Scotlandville, La.
Jasen, Leonard J., Bronx, N. Y.
Jencks, Ruth H., Passaic, N. J.
Johnson, Arthur R., Worcester

Karle, Priscilla, Worcester
Kennedy, Genevieve A., Grafton
Kenney, Mary T., Worcester
Kirby, Marie C., Worcester
Klys, Genevieve A., Webster
Kosciusko, Rita E., Grafton
Krieger, Robert E., Worcester
Kuivila, V. Theresa, Worcester

Lampron, D. Elaine, Spencer
LeBlanc, Ozias Paul, No. Oxford
Litsky, Warren, Fitchburg
Loftus, Robert F., Worcester
Lowell, Dorothy M., Holden
Lucas, Elizabeth A., Worcester
Luksis, Lillian A., Worcester

Macewicz, Agrippina A., Worcester
MacIver, Ruth, Worcester
Mahoney, Mary A., Worcester
Manzi, Emily M., Worcester
Masiello, Carlo A., Worcester
Masters, Loretta G., Worcester
McCormack, Grace D., Worcester
McDonald, Ina M-D., Worcester
McDonough, Robert R., Worcester
McManus, Mary C., Marlboro
McNamara, John W., Worcester
McRevey, Rita J., W. Brookfield
Melick, Louise A., Worcester
Meyersohn, Charlotte L., Worcester
Michelman, Shirley M., Worcester
Milman, Shirley I., Worcester
Mintz, Elinor G., Worcester
Mirick, Sally A., Worcester
Miskavich, Joseph P., Worcester
Monroe, Drusilla, Spencer
Morin, Gerald J., Fisherville

Nelson, Paul E., Worcester
Nesbitt, Mary J., E. Douglas
Noe, Margaret M., No. Grafton

Oberg, Richard I., Worcester
O'Leary, Robert E., Worcester
O'Shea, Ellen M., Webster

Pang, Chenli, China
Pappas, Daniel J., Webster
Paskevich, Cyprus J., Worcester
Paterson, Wentworth D., Hubbardston
Paul, Elinor Y., Shrewsbury
Perkins, Carl W., Jr., Fitchburg
Peterson, George A., Jr., Worcester
Pileggi, J. Rose, Worcester
Plante, Marguerite P., Boston
Praglin, Julius, Boston
Proffer, Ila L., New Brunswick, N. F.
Putnam, Margery M., Worcester

Queen, Adelle L., Worcester

Radzik, Alexander J., Worcester
Rawinski, Helen A., Worcester
Roberts, Emily F., Webster
Robinson, Helen M., Jenkintown, Pa.
Rodier, Nancy K., Lee
Ronnholm, Paul F., Worcester
Royal, F. Ernest, Worcester

Sampson, Donald H., Worcester
Sasse, Elizabeth M., Worcester
Savaria, Georgette Y., Worcester
Schlafman, Irving H., Haverhill
Schwab, Bernard, Worcester
Scully, Katheryn C., Worcester
Shamgochian, Edward G., Worcester
Shannon, John J., Worcester
Shannon, William V., Worcester
Shea, Gertrude A., Worcester
Sheahan, Virginia B., Worcester
Sherblom, Edward R., Holden
Slater, Irene K., Towanda, Pa.
Smith, Elizabeth A., N. Wilbraham
Smith, Linda C., Cortland, N. Y.
Smith, Robert W., Worcester
Spongberg, Ruth E., Worcester
Spungin, Nathan, Worcester
Stafford, Kathryn M., Auburn
Stavros, Esther, Worcester
Stone, Alton H., Gardner
Stuebi, Theodore G., Jr., Worcester
Sullivan, Edward P., Worcester
Sullivan, Paul J., Worcester
Sunukjian, Helen, Troy, N. Y.

Tashjian, Helen E., Worcester
Thompson, Gail, Worcester
Trickett, Margaret C., Everett

Underhill, Miriam B., New Britain, Conn.

Vaghini, John R., Clinton
Varjabedian, Arpine, Worcester
Vaskas, Edmund J., Worcester

Wade, Beverly Anne, Northfield, Vt.
Wahlstrom, Esther M., Worcester
Wawrzyniak, Loretta A., Webster
Weinstock, Sylvia D., Worcester
Werblin, Ruth D., Worcester
Wheeler, Grace E., Rutland
White, Margaret T., Worcester
Wright, Helen L., Worcester

Yagjian, Arthur, Worcester

Zallen, Helen M., Worcester

III. PART TIME STUDENTS, CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN NURSING

*Adams, Helen Margaret, Lowell
*Anderson, Alice Emelia, Worcester
Army, Madeline J., Worcester

*Bertone, Josephine, Northbridge
*Bryant, Fannie Elizabeth, Worcester

*Carroll, Margaret Mary, West Upton
*Carroll, Mary Catherine, Worcester
*Carroll, Matilde Julia, Worcester
*Connors, Esther Mary, Waltham
Crepeau, Ella Edna, Worcester

Donnelly, Hazel Elinor, Lowell
Douvadjian, Beatrice Lillian, Worcester
*Drohan, Martha Rachel, Worcester

*Ericson, Virginia Mae, Worcester

Fisher, Doris Kathryn, Worcester
*Fisher, Helen, Ormond Beach, Fla.
Flood, Marguerite Myrtle, Hudson
Fox, Margaret L., Worcester

Gardella, Lillian K., Worcester
Garrity, Lillian Frances, Leominster
*Gaudette, Irene Alda, Worcester
*Gilgan, Elizabeth Angela, Worcester
Gustavson, Elsie Irene Edith, Worcester

*Harrison, Hazel Parker, Athol
Hickey, Margaret Mary, Worcester

Jodoin, Alda Helen, Worcester

*Keskinen, Anne Linnea, Westminster

*Leavitt, Mary Margaret, Fitchburg
Lundgren, Muriel Elizabeth, Worcester

*Martin, Janet Agnes, Worcester
*May, Marjorie A., Gardner

*McCarty, Clare Regina, Worcester

O'Brien, Mildred Catherine, Worcester

*Piergallini, Anne Rose, Worcester

*Robillard, Rachelle Cecile, Fitchburg
*Rutherford, Eunice Adella, Millbury

*Slaney, Dena Marie, Worcester
*Spadola, Louise Theresa, Worcester

*Zakarian, Catherine, Worcester

SUMMARY 1944-45

	MEN	WOMEN	MEN	WOMEN	TOTAL
Undergraduates			74	152	226
Freshmen	31	53			
Sophomores	17	48			
Juniors	15	34			
Seniors	11	17			
Graduate Students			24	34	58
Special Students			12	26	38
Candidates for the B.S.N. degree			—	39	39
Students enrolled in French 113			—	3	3
Summer Term (1944)			68	116	184
Total			178	370	548
Less duplications			45	45	90
Net total			133	325	458

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Inquiry Blank

Correspondence should be addressed as follows:

Regarding admission to the college or to the summer term, to the Dean of the College.

Regarding admission to the graduate school, to the chairman of the department in which the applicant is interested.

Regarding admission as a special student or as a candidate for the degree of Bachelor of Education, to the Recorder.

Applications should be filed as early as possible. *Unduly late applications may fail to receive consideration.*

Applications for admission in September should, so far as is possible, be filed before March 1.

CLARK UNIVERSITY

REQUEST FOR "APPLICATION FOR ADMISSION" BLANKS

Name ....
(Last name) (First name) (Middle name)

Mail address ....

....

....

I am interested in admission to (please check below):

The men's college ....

The women's college ....

The graduate school ....

I am particularly interested in the department or division of:

....

I plan to enter (date) ....

Date of this application ....

CLARK UNIVERSITY

BACCALAUREATE SERVICES

In Atwood Hall

June Second, Nineteen Hundred and Forty-five

At Four-thirty O'Clock

PROGRAM

Larghetto from Clarionet Quintette *Mozart*

Processional

Invocation

Women's College Group

Now Abideth Faith, Hope and Love *Shelley*

Scripture Reading President Wallace W Atwood

Hymn—St Anne

Baccalaureate Address

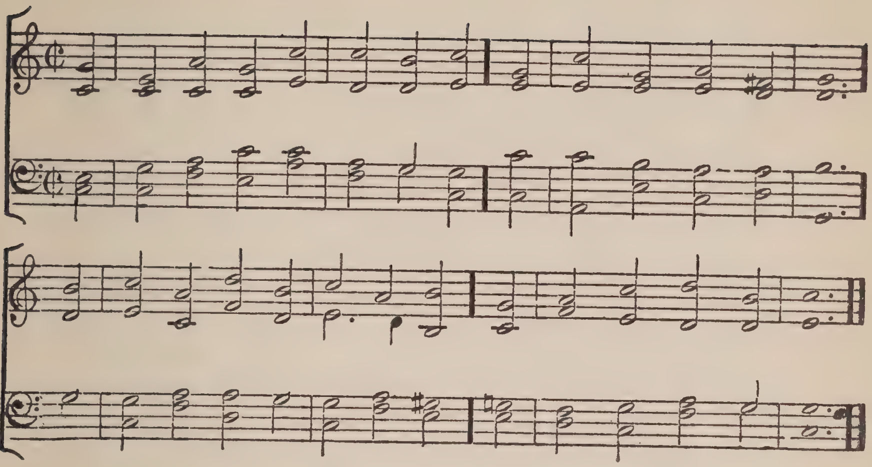
The Very Reverend Joseph R N Maxwell, SJ
President of the College of the Holy Cross

Hymn—Old Hundredth

Recessional

Benediction Father Maxwell

Sartie Festival *Baslet*



ST ANNE CM

O God, our help in ages past,
Our hope for time to come,
Our shelter from the stormy blast,
And our eternal home.

Under the shadow of Thy throne
Thy saints have dwelt secure;
Sufficient is Thine arm alone
And our defense is sure.

Before the hills in order stood,
Or earth received her frame,
From everlasting Thou art God,
To endless years the same.

A thousand ages in Thy sight
Are like an ev'ning gone;
Short as the watch that ends the night.
Before the rising sun.

O God, our help in ages past,
Our help for time to come,
Thou art our guide while ages last,
And our eternal home.

Isaac Watts

(St. Anne is taken from the famous "Worcester Collection," printed in this city by Isaiah Thomas in 1786)

OLD HUNDREDTH LM

Be Thou, O God, exalted high,
And as Thy glory fills the sky,
So let it be on earth displayed,
Till Thou are here and now obeyed.

(Old Hundredth is the only hymn popularly surviving today from the "Bay Psalm Book," the first book printed in America, at Cambridge in 1640)

Organist: Carl S Malmstrom

Women's College Group

Martha Adlerz
Priscilla Anderson
Betty Brierly
Virginia Dand
Ann Doyle
Angela Fairinelli
Irma Frey
Ruth Haddad
Marilin Smith
Mona Meiser

The audience is requested to stand while the procession leaves the hall

CLARK UNIVERSITY

Fifty-fifth Annual Commencement

JUNE 2 1945

WORCESTER MASSACHUSETTS

Order of Exercises

Processional: Marche of the Noble — *Keats*

Invocation — Reverend Thomas Sherrard Roy DD
Pastor of the First Baptist Church

Commencement Address — Malcolm Macdonald Willey
Vice-President, University of Minnesota

The National Anthem

(The audience is asked to sing the first and third stanzas, the third being herewith printed)

3. Oh, thus be it ever when freemen shall stand
Between their loved home and wars' desolation!
Blest with victory and peace, may the heaven rescued land
Praise the Power that hath made and preserved us a Nation!
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust!"
And the Star Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave!

Statement by the President

Conferring of Degrees

Benediction

Recessional: "Pageant" — *Johnston*

The audience will kindly remain
standing during the recessional

Candidate for the Degree of Bachelor of Business Administration

Stanley Holmes Gutridge

Candidates for the Degree of Bachelor of Arts

Azariah Bedrosian
Lois Elizabeth Crowe
Nancy Doolittle
Mary Ermak
Domenic Donald Fiorillo
Thomas Fritz Goreau
Bernardine Cashen Hayward
Ruth Johnston
Katherine Virginia Kane
Eleanor Catherine Kelliher
Phyllis Marie Lacouture
Warren Litsky
Marion Margaret McCann
Alice Veronica Murphy
Daniel Patrick O'Keefe

Candidate for the Degree of Bachelor of Arts with Honor

Loretta Anne Wawrzyniak with Honors in Romance Languages and with Honor in General Course

Candidate for the Degree of Bachelor of Arts with High Honor

Carol Louise Johnson with High Honor in General Course

Candidate for the Degree of Bachelor of Arts with Highest Honor

Maurice Robert Ferber with Highest Honor in General Course

Candidates for the Degree of Master of Arts

History and International Relations
Elizabeth Mary Doran
Rita Marie Kelly

Psychology
Mary Lee Bininger
Anita Kassen
Avivah Latinsky Sayres
Jane Wheeler Steedman
Leah Barnett Stern

Candidate for the Degree of Master of Arts in Education

John Paul Reardon

Candidate for the Degree of Doctor of Philosophy

Geography

Henry John Warman

Honorary Degrees

Malcolm Macdonald Willey	Presented by Carl Erhard Wahlstrom
Robert Hutchins Goddard	Presented by Benjamin Shores Merigold
William David Hassett	Presented by Haven Darling Brackett
Kent Cooper	Presented by Samuel VanValkenburg
George Francis Booth	Presented by George Hubbard Blakeslee
Harry Galpin Stoddard	Presented by George Hubbard Blakeslee

The Degree of Bachelor of Arts was conferred upon the following candidates on January 26, 1945

Christopher Babigian
Thelma Shirley Brodsky
(With High Honor)
Kenneth Arthur Brooks, Jr.
Robert Mitchell Lewis
Estelle Huff Rettig
Paulina Celia Shawmut
Virginia Byrnes Sheahan
Ivan Boris Van de Workeen, Jr.
Stanley Michael Chaberek

Annual Collegiate Honors

SENIORS

First Honors

Maurice Robert Ferber

Second Honors

Barbara Ann Brigham
Thomas Fritz Goreau
Emeline Colburn Highberg
Carol Louise Johnson
Loretta Anne Wawrzyniak

JUNIORS

First Honors

Dorothy Selma Cotzin

Second Honors

Joan Carolyn Blumenthal
Jane Emerson Doolittle
Florence Frances Driscoll
Carl Raymond Griffin
Florence Joan Krajewski
Ina Marie-Denise McDonald

SOPHOMORES

First Honors

Mona Weiser

Second Honors

Muriel Louise Bergstrom
Irma Gloria Frey
Ruth Ellen Haddad
Cecile Elisabeth Krakenberger
Paul Edward Swasey

FRESHMEN

Second Honors

Virginia Wyman Dand
Richard Henry Desroches
Lois Walbridge Kunzelman
Margaret Mary Noe
Julius Praglin
William Vincent Shannon
Doris Gustava Sistrand

PRENTISS HOYT PRIZE IN POETRY

Second Prize awarded to Georgiana Camp
For the Poem "A Voyage on the Sand"

CLARK UNIVERSITY

Commencement Week

PROGRAM

1945

FRIDAY JUNE FIRST

Alumni Council 4 P M
Lounge Room Alumni Gymnasium

Class Day Exercises 4 P M
Atwood Hall

Reception for all candidates for degrees 8 to 10 P M
Home of President and Mrs. Atwood

SATURDAY JUNE SECOND

General Alumni Meeting 3 P M
Lounge Room Alumni Gymnasium

Baccalaureate Services 4:30 P M
Address by
The Very Reverend
Joseph R. N. Maxwell S.J.
President of the
College of the Holy Cross
Atwood Hall

Alumni Dinner 6 P M
Estabrook Hall

Commencement Exercises 8:30 P M

Address by
Malcolm M. Willey, A.B. 1920
Vice President of the
University of Minnesota
Atwood Hall

Senior Promenade 10 to 12 P M
Alumni Gymnasium

Admission to the Commencement Exercises is by ticket. Tickets may be obtained from the General Office.

Following the Commencement Exercises President and Mrs. Atwood will hold a reception at their home for the Trustees and special guests of the University.

Reservations for Commencement events should be made through the Alumni Office. Tickets for the Alumni Dinner are $1.50 (tax included) and may be obtained from the Alumni Office. Reservations for the Alumni Dinner must be in before May 28th.

Special reunions will be held by the Classes of 1905, 1910, 1915, 1920, 1925, 1930 and 1935.

CLARK UNIVERSITY

Commencement Exercises of the 1945 Summer Term

August 31, 8:00 P.M.

Processional: March in C	*Cadman*
Invocation	Reverend Walter Amos Morgan, D.D. Pastor of Chestnut Street Congregational Church
The National Anthem	
Commencement Address	Doctor Morgan
Statement by the President	
Conferring of Degrees	President Atwood

Bachelor of Education

Marion Rose Beauregard
Louise Sprague Eaton
Rose Jaffe

Bachelor of Arts

Barbara Ann Brigham
Georgette Yolande Savaria
Joseph Peter Miskavich
Paul Frederick Ronnholm

Bachelor of Arts With Honors

Morris Reuben Kesner—with Honors in German

Master of Arts

In Geography
Agrippina Anne Macewicz

In History and International Relations
Evelyn Aviva Chohat
Mary Carroll O'Leary

America	
Recessional: March in E flat	*Faulkes*

Organist: Mrs. Marion F. McCaslin

Administrative Report

1920 - 1945

Prepared by
WALLACE W. ATWOOD, B.Sc., Ph.D., D.Sc.
President of Clark University and
Director, Clark Graduate School of Geography

Publications of the
CLARK UNIVERSITY LIBRARY
Worcester, Mass.

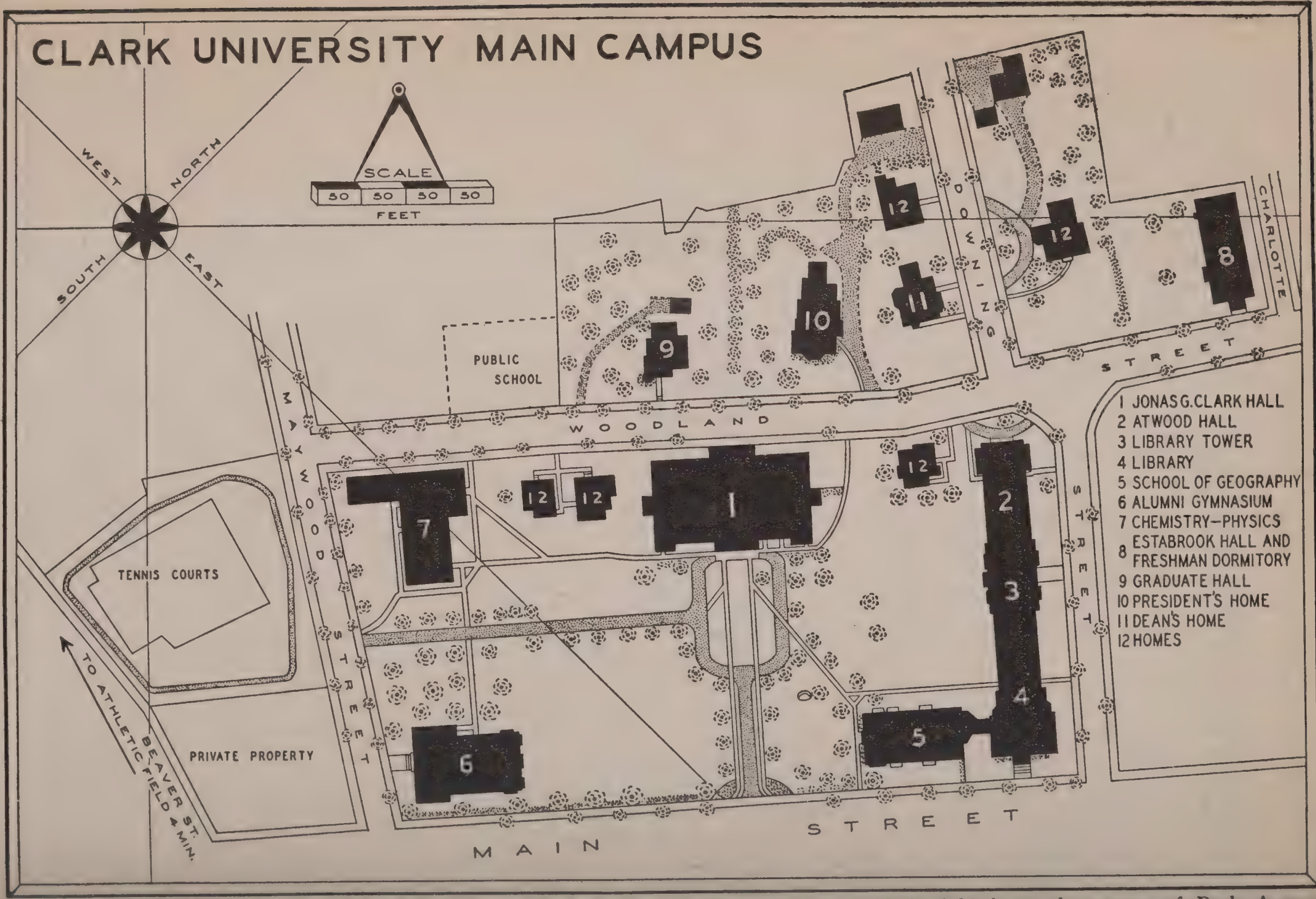
Administrative Report

1920 - 1945

Vol. 9 MAY, 1945 No. 7

Prepared by
WALLACE W. ATWOOD, B.Sc., Ph.D., D.Sc.
President of Clark University and
Director, Clark Graduate School of Geography

Publications of the
CLARK UNIVERSITY LIBRARY
Worcester, Mass.


CLARK UNIVERSITY MAIN CAMPUS
NORTH
EAST
SOUTH
WEST
SCALE
50
50
50
50
FEET
PUBLIC SCHOOL
TENNIS COURTS
PRIVATE PROPERTY
TO ATHLETIC FIELD 4 MIN.
BEAVER ST.
MAYWOOD STREET
WOODLAND STREET
DOWNING STREET
CHARLOTTE
MAIN STREET
1 JONAS G. CLARK HALL
2 ATWOOD HALL
3 LIBRARY TOWER
4 LIBRARY
5 SCHOOL OF GEOGRAPHY
6 ALUMNI GYMNASIUM
7 CHEMISTRY—PHYSICS
8 ESTABROOK HALL AND FRESHMAN DORMITORY
9 GRADUATE HALL
10 PRESIDENT'S HOME
11 DEAN'S HOME
12 HOMES

The university campus is on South Main Street about a mile and a quarter from the City Hall. Here and on adjacent areas, as indicated by the map, the principal buildings are located.

The university athletic field is at the corner of Park Avenue and Beaver Street, and the Hadwen Arboretum is at the corner of Lovell and May Streets.

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LETTER OF TRANSMITTAL

To the Trustees of Clark University

Dear Sirs:

At the close of this academic year I will have completed twenty-five years of service in the administration of this institution. During that period the university has been reorganized, the resources of the institution have been augmented by about $2,000,000, the special funds established by friends of the university have increased in number from fourteen to fifty-three, the faculty has been increased from thirty-two to forty (in the last normal year) and the payments to the faculty from $89,688 to $144,469, the normal student attendance has increased nearly 300 per cent, the alumni have increased from 982 to nearly 2,700, we have invested between $500,000 and $600,000 in new buildings, we have added an athletic field to the college equipment, the library has grown from 93,000 to 172,000 volumes, we have established a Women's College, a Division of Business Administration, a Division of Nursing Education, and in many other ways broadened our fields of educational service in the community.

I was first invited to come to Clark to establish a Graduate School of Geography. That has been done and the school has received most satisfying recognition in this country and abroad. Nearly 100 men and women trained at Clark are now serving as geographical experts in the national effort to win a war against the Axis powers. At least thirty-nine with graduate degrees in geography are in uniform. Thirty-three of these are officers.

It is most gratifying that we had a considerable number of experts in geographical research, cartography, climatology, photogrammetry, and economic geography trained and available when the great need for such experts was appreciated by the Army, Navy, Air Force, Marines and a large number of the agencies of the government in

Washington. Several of our graduates are permanently associated with government agencies; many have returned to their homes in foreign countries where they have entered upon service as specialists; a large number have accepted positions in the colleges and universities of this country.

I trust this report will prove to be helpful to you in making plans for the future and be of real value to someone who will be selected to write the history of Clark University when 100 years have passed since its foundation. There are many details in this statement that no one else could furnish.

We may have some satisfaction in thinking over what has been accomplished during the last twenty-five years in the reorganization and development of this university, in the maintenance of a high standard of scholarship, and in the creative intellectual work of faculty members, but the opportunities just ahead for Clark to be of greater service in our home community, to the nation and to the post-war world are more inspiring than anything to be told in our history.

May I express to each of you my sincere appreciation for the many ways in which you have cooperated with me in carrying on the responsibilities of the office which I have held?

Respectfully yours,

WALLACE W. ATWOOD

TRUSTEES 1920-1945

*Norcross, Orlando W., 1902-1920	
*Dewey, Francis H., 1904-1933	
*Parker, Herbert, 1907-1939	
Aiken, Alfred L., 1910-1929	
*Rugg, Arthur P., 1910-1938	
*Thurber, Charles H., 1913-1938	
*Buttrick, Stedman, 1920-1925	
Mirick, George H., 1920-	
*Washburn, Frederic B., 1925-1941	
Bullock, Alexander H., 1926-	
Felton, Leon E., 1930-	
Dewey, Francis H., Jr., 1934-	
Loomis, Robert H., 1936-	
Adams, Frank L., 1938-	
Booth, Howard M., 1939-	
Dolbear, Samuel H., 1940	
Wahlstrom, Carl E., 1942-	
Alexander, Forest E., 1943-44	*Elected by the Alumni*
Fenner, Harold L., 1943-	*Elected by the Alumni*
Gifford, Raymond T., 1943-	*Elected by the Alumni*
Signor, Henry, 1943-	*Elected by the Alumni*
Patterson, Thomas L., 1944-	*Elected by the Alumni*

Trustees whose terms of office ended before 1920 are listed in the administrative report entitled "The First Fifty Years," published by the University in 1937.

When the University was founded provision was made for a Board of Trustees of nine members with permanent tenures in office unless they chose to resign. The Board was authorized to fill vacancies in their membership roll. In 1942 permission was granted by the Massachusetts court for four additional trustees to be elected to the Board by the Alumni Association. The first four were elected for one, two, three or four years. Thereafter the Alumni elects one member to the Board each year and for a term of four years.

---

*Deceased.

THE PRESENT BOARD OF TRUSTEES

George H. Mirick (1920), Vice-President	Worcester, Mass.
Alexander H. Bullock (1926), President	Worcester, Mass.
Leon E. Felton (1930), Secretary	Worcester, Mass.
Francis H. Dewey, Jr. (1934)	Worcester, Mass.
Robert H. Loomis (1936)	Boston, Mass.
Frank L. Adams (1938)	Worcester, Mass.
Howard M. Booth (1939)	Worcester, Mass.
Samuel H. Dolbear (1940)	New York, New York
Carl E. Wahlstrom (1942)	Worcester, Mass.
Harold L. Fenner (1943)	Worcester, Mass.
Raymond T. Gifford (1943), Treasurer	Worcester, Mass.
Henry Signor (1943)	Worcester, Mass.
Thomas L. Patterson (1944)	Detroit, Michigan

MEMBERS OF THE FACULTY 1920-1945

Wallace W. Atwood, Ph.D., Sc.D., 1920-

William Edward Story, Ph.D., 1889-1921. Died 1930.

Edmund Clark Sanford, Ph.D., Sc.D., LL.D., 1889-1924. Died 1924.

Arthur Gordon Webster, Ph.D., Sc.D., LL.D., 1890-1923. Died 1923.

Henry Taber, Ph.D., 1903-1921. Died 1936.

William Henry Burnham, Ph.D., 1890-1926. Died 1941.

Benjamin Shores Merigold, Ph.D., Sc. D., 1903-

Frank Blair Williams, Ph.D., 1907-1933. Died 1933.

George Hubbard Blakeslee, Ph.D., L.H.D., 1903-

Charles Brewster Randolph, Ph.D., 1903-1933. Died 1933.

Philip Hudson Churchman, Ph.D., 1908-1944. Emeritus.

Haven Darling Brackett, Ph.D., 1904-

James Pertice Porter, Ph.D., Sc.D., 1910-1922.

Frank Hamilton Hankins, Ph.D., 1906-1922.

Ralph Stayner Lillie, Ph.D., 1913-1920.

Charles A. Kraus, Ph.D., 1914-1924.

Leroy Allston Ames, A.M., 1908-1944. Emeritus.

Irving Angell Field, Ph.D., 1911-1921. Died 1921.

Edwin Gorrigues Boring, Ph.D., 1919-1921.

Harry Elmer Barnes, Ph.D., 1918-1923.

Loring Holmes Dodd, Ph.D., 1910-

Robert Hutchins Goddard, Ph.D., 1914-1942.

Carey Eyster Melville, A.B., 1909-

George Frederic White, Ph.D., 1913-1925.

Samuel Weiller Fernberger, Ph.D., 1912-1921.

John Shaw French, Ph.D., 1920-1921.

James Metivier, A.B., 1919-1922.

Kenneth Stillman Rice, Sc.M., 1920-1924.

Hermann Hilmer, Ph.D., 1920-1922.

Carroll Cornelius Pratt, A.M., 1921-1922.
Ernest Raymond Whitman, 1904-
Granville Stanley Hall, Ph.D., LL.D., 1888-1920. Died 1924.
Louis N. Wilson, Litt.D., 1889-1929. Died 1937.
Homer P. Little, Ph.D., 1922-
Charles Franklin Brooks, Ph.D., 1921-1932.
Stanislaus Thomas J. Novakovsky, Ph.D., 1922-1923.
Kimball Young, Ph.D., 1922-1923.
Vladimir Triphon Dimitroff, A.M., 1921-1923.
Preston E. James, A.M., 1921-1923.
Earl G. Mellor, A.B., 1922-1926.
Ellen Churchill Semple, LL.D., 1922-1932. Died 1932.
Lawrence Martin, Ph.D., 1922-1923 (1st semester).
Alfred Lewis Pinneo Dennis, Ph.D., 1923-1930. Died 1930.
Percy Martin Roope, Ph.D., 1921-
Robert Cloutman Dexter, A.M., 1922-1923.
Albert Farnsworth, A.M., 1922-1923.
John Burke O'Leary, A.M., 1922-1923.
Samuel J. Brandenburg, Ph.D., 1923-
Carl Murchison, Ph.D., Sc.D., 1923-1936.
Clarence Fielden Jones, Ph.D., 1923-1942.
William Leonard Langer, Ph.D., 1923-1927.
Harry Edward Miller, Ph.D., 1923-24. Died 1939.
William Harder Cole, Ph.D., 1924-1928.
Guy H. Burnham, A.M., 1924-
William Homer Warren, Ph.D., 1925-1937. Emeritus.
Douglas Clay Ridgley, Ph.D., 1924-1936. Emeritus.
James Blaine Hedges, Ph.D., 1924-1931.
John Paul Nafe, Ph.D., 1924-1931.
James Ackley Maxwell, Ph.D., 1924-
David Potter, Ph.D., 1924-

Kurt E. Rosinger, A.M., 1924-1925.
Vernon Orval Watts, A.M., 1924-1926.
Charles Langdon White, Ph.D., Feb.-June 1925.
Walter Samuel Hunter, Ph.D., 1925-1936.
Rolland Ryther Smith, M.Ed., 1926-1927.
George Elisha Baker, A.M., 1925-1933.
William Frederick Phelan, A.M., 1925-1926.
Adolph William Aleck, B.D., 1925-1927.
W. Elmer Ekblaw, Ph.D., 1926-
Vernon Augustus Jones, Ph.D., 1926-
Leland Leavitt Atwood, A.M., 1926-1930.
Jesse Lunt Bullock, Ph.D., 1926-
Arthur Fletcher Lucas, Ph.D., 1926-
Dudley Wilson Willard, Ph.D., 1926-1929. Died.
Albert LaFleur, A.M., 1926-1927.
Leo Julius Meyer, A.M., 1926-1927.
Lewis Maxwell Sleeper, A.M., 1926-1927.
Henry M. Bosshard, Ph.D., 1927-
Oscar White Richards, A.M., 1928-1930.
Dwight Erwin Lee, Ph.D., 1927-
Samuel Van Valkenburg, Ph.D., 1927-
William Clement Eaton, Ph.D., 1929-1930.
Paul Shankweiler, A.M., 1929-1933.
Hudson Hoagland, Ph.D., 1931-
Norman Edwin Himes, A.M., 1930-1931.
Edward D. T. Pousland, A.B., 1930-1931.
Richard Gundry Poindexter, A.M., 1930-1931.
Henry Donaldson Jordan, Ph.D., 1931-
Robert Stanley Illingworth, A.M., 1931-
David Mitchell Dougherty, Ph.D., 1931-
Clarence Henry Graham, Ph.D., 1931-1936.

Wallace W. Atwood, Jr., Ph.D., 1932-
Ray Allen Billington, Ph.D., 1931-1937.
Albert Clarence Erickson, A.M., 1931-1932.
Gerald Barnes, Ph.D., 1933-1934.
Charles M. Pomerat, Ph.D., 1933-1939.
Richard B. Sewall, Ph.D., 1933-1934.
Harold S. Jantz, Ph.D., 1934-1942.
Willoughby M. Cady, Ph.D., 1934-1936.
Louis Balsam, Ph.D., 1934-1936.
C. Ladd Prosser, Ph.D., 1935-1939.
Charles J. Olson, Jr., A.M., 1934-1936.
Wayne Dennis, Ph.D., 1937-1938.
Kingsley Davis, Ph.D., 1936-1937.
Theodore Jorgenson, Jr., Ph.D., 1936-1938.
Robert H. Brown, Ph.D., 1937-
H. Earle Johnson, Mus.M., 1936-1942.
Andrew Hoover, Ph.D., 1936-1940.
John Langworthy Fuller, Ph.D., 1936-1937.
Duncan Peck McDougall, Ph.D., 1937-1945.
Frederick Eugene Melder, Ph.D., 1937-
Kendall Wilson Foster, Ph.D., 1937-1938.
Guy A. Lee, Ph.D., 1937-1942.
Raymond B. Cattell, Ph.D., 1938-1941.
Donald E. Super, Ph.D., 1938-1942.
Stuart T. Martin, D.Sc., 1938-1941.
Paul F. Marble, A.M., 1939-
Rudolph Fink Nunnemacher, Ph.D., 1939-
Zareh Hadidian, Ph.D., 1940-1941.
Norris D. Hoyt, Ph.D., 1940-
Francis M. Bratton, A.M., Feb.-June 1941.
Roy C. Gunter, Ph. D., 1941-

John E. Walter, Ph. D., 1941-1942.
Robert P. Fischer, Ph.D., 1942-1943.
George Edward Hargest, M.Ed., 1942-
Arthur Earl Martell, Ph.D., 1942-
T. Charles Lee, M.A., 1942-43.
M. Hazel Hughes, 1942-
Edwin C. Rozwenc, Ph.D., 1942-
John Arsenian, Ph.D., 1944-45 (1st semester).
Clemens Baillou, 1944-
John E. Bell, Ph.D., 1944-
Oscar Jaszi, Ph.D., 1944-
Clarence P. Lee, A.M., 1944-
Carl S. Malmstrom, 1943-
Mme. Rene de Messieres, A.B., 1944-
J. Richard Reid, Ph.D., 1944-
Manuel Renasco, A.B., 1944-
Eliot H. Rodnick, Ph.D., 1944-
Margaret T. Shay, M.A., 1944-
Paul Fisher, J.D., 1943-

VISITING PROFESSORS AND SPECIAL LECTURERS

William C. Alden, Ph.D.
Gordon Allport, Ph.D.
Ernest Antevs, Ph.D.
Henryk Arctowski, Ph.D.
Rollin S. Atwood, Ph.D.
Oliver Edwin Baker, Ph.D.
William H. Barker, Ph.D.
Ruth E. Baugh, Ph.D.
Raoul Blanchard, Ph.D.
Frederick Bligh Bond
J. W. Bridges, Ph.D.
Charles F. Brooks, Ph.D.
R. M. Brown, Ph.D.
John S. Brubacher, Ph.D.
Kirk Bryan, Ph.D.
Charlotte Bertha Buehler, Ph.D.
Karl Buehler, M.D., Ph.D.
Alexander Cance, Ph.D.
Albert S. Carlson, Ph.D.
Leonard Carmichael, Ph.D.
Earl C. Case, Ph.D.
Peng Chun Chang, L.H.D.
Robert M. Chapin, Jr.
C. C. Colby, Ph.D.
T. P. Cornwell-Evans, Ph.D.
Percy B. Cott, Ph.D.
Henry W. Cowles, Ph.D.
L. R. G. Crandon, Ph.D.
Wilhelm Credner, Ph.D.
George B. Cressey, Ph.D.
Irene Curnow, Ph.D.
I. G. Davis, Ph.D.
Pearce David, Ph.D.
William Morris Davis, Ph.D.
J. Anton De Haas, Ph.D.
Emmanuel De Martonne, Ph.D.
F. A. Bruno Dietrich, Ph.D.
Hans Driesch
Loyal Durand, Jr., Ph.D.
Charles B. Fawcett, Ph.D.
Merritt L. Fernald, Ph.D.
Vernor C. Finch, Ph.D.
Andrew Fish, A.M.
H. J. Fleure, Ph.D.
M. Pierre Frederix, Ph.D.
Raymond Garfield Gettell, A.M.
Gilbert Grosvenor, Ph.D.
Ansell F. Hall, Ph.D.
Edward Hambro
Thomas M. Harris
Richard E. Harrison
Richard Hartshorne, Ph.D.
James Blaine Hedges, Ph.D.
Sven Hedin, Ph.D.
Halford Hoskins, Ph.D.
Ellsworth Huntington, Ph.D.
James Edmund Ives, Ph.D.
Preston E. James, Ph.D.
Joseph Jastrow
George Jobberus
Gertrude Goller, M.S.S.

Gertrude Goller, M.S.S.

Douglas Johnson
Olof Jonasson, Ph.D.
Karl Johan Karlson, Ph.D.
A. V. Kidder, Ph.D.
Eugene Kingman
Wolfgang Koehler, Ph.D.
William LaVarre
Graham H. Lawton
John H. S. Lebon
Kurt Lewin
Trevor Lloyd, Ph.D.
Curtis Marbut, Ph.D.
Lawrence Martin, Ph.D.
Kirtly Mather, Ph.D.
John A. McGeoch, Ph.D.
Howard A. Meyerhoff, Ph.D.
Erwin Miller, M.D.
Harry E. Miller, Ph.D.
Frederick K. Morris, Ph.D.
Gardner Murphy, Ph.D.
Gunnar Myrdal
Stanislaus Novakovsky, Ph.D.
Roderick Peattie, Ph.D.
Joseph de Perrott, Ph.D.
Elmer Ellsworth Powell, Ph.D.
Walter F. Prince, Ph.D.
Erwin Raisz, Ph.D.
Katherine Preston Rice
Douglas Clay Ridgley, Ph.D.
Arthur Robinson
George B. Roorbach
A. A. Rorback, Ph.D.
Saul Rosensweig, Ph.D.
Charles Sawyer
F. C. S. Schiller
F. X. Shaffer
Homer L. Shantz, Ph.D.
Earl B. Shaw, Ph.D.
Julia M. Shipman, Ph.D.
Arthur Sibelka
Edward H. Smith, M.A.
George Otis Smith, Ph.D.
L. Dudley Stamp, Ph.D.
Charles H. Stauffer, Ph.D.
Edward Stevenson
De Forest Stull, Ph.D.
Paul Super
Griffith Taylor, Ph.D.
H. de Terra, Ph.D.
C. Warren Thornthwaite, Ph.D.
Arnold J. Toynbeê, Ph.D.
Frederick J. Turner, Ph.D.
Eugene Van Cleef, Ph.D.
Samuel Van Valkenburg, Ph.D.
Frederick Walker, Ph.D.
Robert de Courcey Ward, Ph.D.
Bradford Washburn, Ph.D.
Harry N. Whitford, Ph.D.
Derwent Whittlesey, Ph.D.
Hans W. Wiegert, Ph.D.
George G. Wilson
Leonard S. Wilson, Ph.D.
Sir George Young, Vt., M.V.O.

RESEARCH ASSOCIATES

Walter William Lucasse, Ph.D.
Henry Cole Parker, Ph.D.
Raymond Royce Willoughby, Ph.D.
Morton Rubin, Ph.D.
Mark Graubard, Ph.D.
James C. McCann, Ph.D.
Herbert Shapiro, Ph.D.
Nicholas T. Werthessen, Ph.D.
Dorothy Martin, Ph.D.
Zareh Hadidian, Ph.D.
William Pearlman, Ph.D.
Richard C. Potter
Alan Mather, Ph.D.
John Gould Curtis

PART I

A REVIEW BY THE PRESIDENT

1920-1945

Retirement of

DR. G. STANLEY HALL

DR. EDMUND C. SANFORD

During the closing months of the first World War, Dr. G. Stanley Hall, who had been president of the Graduate Division of the University since its foundation, made it clear to the Trustees that he wished to be relieved from his duties. This presented a somewhat unusual problem to the Board. In the will of the founder provision had been made so that the Board could, if it thought best, unite the graduate and undergraduate divisions of the institution under one administrative head at the time of Dr. Hall's retirement from active service. Dr. Edmund C. Sanford, who had been serving as the second president of the college since the death of Carroll D. Wright in 1909, was desirous of being relieved of administrative duties and to return to his Chair as Professor of Psychology. This made it possible to invite someone to accept the presidency of the university who would assume the responsibility of uniting the two divisions of the institution and reorganizing the whole as a modern university. There was no longer any need of two distinct departments in the fields which were duplicated in the institution nor two complete sets of administrative officers. The libraries of the university and of the college could be combined and many economies put into effect through the reorganization of the entire institution.

A BRILLANT BEGINNING HAD BEEN MADE

Under the leadership of Dr. G. Stanley Hall, Clark University had made a distinct contribution in the field of graduate instruction in this country. A distinguished group of scholars had served on its faculty and they had trained others who became eminent in their chosen fields of professional work. Dr. Hall's work in the development of scientific methods in the study of psychology and especially the development of laboratory work and experimental techniques, which he encouraged at the university, had attracted worldwide attention. Education and child study played a very notable part in the program throughout the first three decades in the history of the graduate work at Clark and this work was closely associated with that in psychology.

Such men as Albert Abraham Michelson, John Ulric Nef, Henry Herbert Donaldson, Edwin Oakes Jordan, Charles Otis Whitman, Oskar Bolza, Arthur Gordon Webster, Frederick Carlos Ferry, Lewis Madison Terman, Harry Woodburn Chase, William Edward Story, Henry Taber, Edmund C. Sanford, William Henry Burnham and Charles H. Thurber, each an eminent scholar in his field of research, were among those associated with Clark either as members of the faculty or as graduate students during the early days in the history of the institution.[1]

In looking for a new president the officers of the Board first endeavored to find another psychologist who would accept the responsibility of the presidency of the university and aim to continue to hold for the university a position of leadership in that field of science. Finding no one acceptable to the Board of Trustees who would accept that dual responsibility other alternatives were considered.

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[1] A full statement of the early history of Clark University, prepared by Dr. George H. Blakeslee, was included in the administrative report "The First Fifty Years", published by the University in June of 1937. In the same administrative report there are supplementary statements from Dr. Little on the college, Miss Edith Baker on the University Library, Professor Loring H. Dodd on the Art Department, Courses of College Grade for Adults by Dr. Philip H. Churchman, the Summer School and the Clark Alumni Association by Professor Robert S. Illingworth, and the Civic Services of the University by Dr. W. Elmer Ekblaw. Copies of this report are available to members of the University through our library.

THE INVITATION FROM CLARK

The trustees now conceived of the possibility of taking another step forward in American education. Dr. Charles H. Thurber, the President of the Board of Trustees from 1919 to 1938, first addressed me relative to Clark University affairs. He indicated that the Board wished to select a field of study in which there was distinct need of support in American higher education. I was then teaching physical geography at Harvard University and I assumed that he consulted with me at first more or less as an adviser. He asked several questions as to the field of geography as defined in this country and in European universities. He wished to know what need there was for the promotion of advanced studies in world geography. Was there any practical value in the study of geography? Was there any need of a knowledge of geography for those in the foreign service of the government or serving as representatives of American industries in distant lands? What contribution might geography make to studies in economics, history and international relations? Was there an adequate supply of geographers for the needs of our government agencies and for the academic profession? Dr. Thurber, trained under Dr. Hall, had a very broad point of view and it was evident that he had given the subject considerable thought. Up to that time very little progress had been made except in physical geography in the universities of this country. The best examples of well organized schools of geography were in European universities and I had become somewhat familiar with those schools in the hope that Harvard would carry out a plan, which was suggested when

I joined that institution, for expanding their work in geography beyond the fields of geomorphology, meteorology, and climatology so as to include the various phases of human geography, such as anthropogeography, political, economic, and regional geography.

In time I was invited to present a plan with an accompanying budget for a Graduate School of Geography, such as I had outlined to Dr. Thurber and other members of the Board in conversations. There followed a number of very pleasant luncheon conferences and after some weeks an invitation to come to Clark and develop such a division in the university. After having agreed to accept the responsibility of founding the first Graduate School of Geography in America, an opportunity I had longed for and wanted very much to accomplish while I was active in the academic world, another request came from the Board of Trustees, through Dr. Thurber, to accept also the presidency of the university and shoulder the responsibility of reorganizing the entire institution and taking general charge of the administration of the institution. I was urged, however, to devote most of my time to my own field of study, continuing my instructional and research work, and to delegate the business management and the conduct of the undergraduate division, just as far as possible, to others. I accepted the dual responsibility of President of the University and Director of the Graduate School of Geography in the spring of 1920, and resigned my professorship at Harvard to take effect at the close of the academic year 1919-1920.

The announcement of the change in administration was made following the closing commencement in Dr. Hall's administration in June of 1920. I was not allowed to be present on that occasion for Dr. Hall had made it perfectly clear that he wanted no report to reach the faculty nor any suspicion to be aroused about his retirement until he had completed his services at the commencement exercises closing his period in office. I therefore opened another season of work in the Rocky Mountains and was continuing my field studies when the announcement was made in Worcester that a new president would take over the administration of the university in the fall. I reported for duty about September 1, 1920. The formal induction into office occurred on February 1, 1921.

THE REORGANIZATION OF THE UNIVERSITY

During most of the first academic year I was engaged in securing members of the staff for the new School of Geography, filling certain vacancies in the other departments of the institution and in merging the College and the University, as they were then known, under a single and somewhat simplified form of organization. In this work the faculty was very cooperative and we drew up plans for:

1. A General Faculty.
2. A College Board which should have immediate supervision of the administration of the undergraduate division of the institution.
3. A Graduate Board which should have the full responsibility of the administrative affairs of the graduate division.
4. A University Senate, appointed by the President, to serve as an advisory board to the President on questions pertaining to general policy and have the responsibility of making nominations for honorary degrees.
5. A Personnel Committee, elected by the faculty, to advise regarding reappointments and promotions in the faculty.

Other administrative duties were to be assigned to committees of the faculty. This rather simple plan of organization has served satisfactorily and is still in force.

During the winter months I made a somewhat hurried visit to the leading universities in Great Britain and the European continent, where there were well organized departments or schools of geography, in part to gather ideas and in part to select from the

European geographers a few who should be invited to come to Clark as visiting professors.

Division of the Budget

With the dual responsibility of President of the University and Director of the Graduate School of Geography, it became perfectly evident that a separate budget must be provided for the School of Geography so that one acting as the Director of a division of the university and as President would not be open to the criticism of so administering the entire institution that his own department was favored or benefited by any changes in policy that might take place. That provision was made before I accepted the offer from the Board of Trustees but it seems never to have been perfectly clear to the faculty. Many of them immediately suspected that their own departments would be curtailed in order to provide for the new graduate school. That was not the case. Through economies made in the reorganization of the university and in the administration of the affairs of the entire institution in one office, appropriations for the several departments were enlarged. The salaries of the members of the staff not in the School of Geography were all increased. Some were advanced as much as $1,000 within a few years after the reorganization was completed. By this time many of the faculty salaries have been advanced $2,000.

The School of Geography throughout the twenty-five years that have elapsed has never drawn upon the funds of the University for more than was guaranteed when the School was founded. During many of the years, including the difficult depression period of the thirties, the expenditures for the School of Geography have been less than what was guaranteed to the School and the balance has been returned to the treasury and made available for the general maintenance of the institution.

RETIREMENTS AND PENSIONS FOR THE FACULTY

Previous to 1920 no plan for the automatic retirement of members of the staff had been formulated and approved by the trustees of the university. The faculty appointed a committee to study this problem and, after careful consideration, a plan was unanimously adopted by the faculty, passed on to the Board of Trustees and formally approved by that body in 1921.

The recommendations as formulated by the faculty provided that at the age of 65 any member of the faculty could retire voluntarily from service, or could be retired by action of the Board. Another provision made it possible for any member of the faculty to retire voluntarily at the close of any academic year following the time when he reached the age of 65 or be retired by action of the Board of Trustees at such a time. The President, Librarian, and members of the faculty should each retire at the age of 70 automatically from active service unless requested by special action of the Board of Trustees to remain longer in service.

At the time this plan for retirement was approved there was a fairly generous pension available from the Carnegie Foundation for the Advancement of Teaching for each of the older members of the faculty but it did not provide for any who were not on the list of those eligible for such pensions in 1915. In the year 1915 the Foundation discovered that it could not carry out its announced plans even for all who were then on the list. Comparatively few could anticipate receiving the full pensions they had counted on. The others were told that the maximum which they could expect to receive from the Foundation, if they taught until they reached the age of 70, would be $1,000 per year. The Carnegie Corporation, however, provided that those in that group should receive an additional $500 a year after teaching to the age of 70.

Since there were several on the faculty who were not eligible for any pension allowance, plans were made by the trustees in cooperation with the Teachers' Insurance and Annuity Association, which had been set up by the Carnegie Corporation, whereby those of the faculty who had been in service for at least three years could join with the trustees in the purchase of annuities. The plan required each member of the faculty who entered upon this program to authorize the treasurer to deduct five per cent of his salary each month and to send that amount with an equal amount, to be contributed by the university, to the Teachers' Insurance and Annuity Association to be put to the faculty member's credit and be applied toward the purchase of an annuity. Provision was made also for the purchase of annuities for those in the faculty for whom the anticipated pensions from the Carnegie Foundation had been reduced. Most members of the faculty, on indefinite tenure, have taken advantage of the opportunity to cooperate with the university in the purchase of annuities.

Dr. William Edward Story, long Professor of Mathematics, Dr. Louis N. Wilson, Librarian, Dr. Henry N. Taber, Professor of Mathematics, and Dr. William Henry Burnham, Professor of Education and Social Hygiene, retired during the period when the larger pensions from the Carnegie Foundation were available. They were adequately provided for by the more generous payments which the Foundation had hoped it could provide for all members of the academic profession. When Professor Arthur Gordon Webster died the Carnegie Foundation granted to Mrs. Webster the usual widow's allowance from their pension fund. Dr. Douglas C. Ridgley, Professor of Geography in Education and Director of the Summer School for a number of years, retired voluntarily at the close of the academic year 1933-34, some years before reaching the age of 70.

In the spring of 1944 Leroy Allston Ames, Professor of English Literature, voluntarily retired. He came to Clark in 1908 and served the institution continuously until the time of his retirement. On October 1, 1944, Philip Hudson Churchman, Professor of Romance Languages and Literature, who joined the Clark faculty in 1908 and had served continuously since that time, retired from active service. For each of these men who retired in 1944 there were pension allotments available from the Carnegie Foundation, the Carnegie Corporation, and annuities which had been purchased for them by the University.

SABBATICAL LEAVES FOR THE FACULTY

A plan was worked out by the faculty and approved by the Board of Trustees in 1924 providing sabbatical leaves for members of the teaching staff. Each member of the faculty with any one of the professorial ranks, after a period of six years of continuous service, could count on a semester's leave of absence during a regular academic year with full salary payments. This provision was made for the purpose of granting to each member of the staff an opportunity to carry on research work, complete a scholarly piece of writing, to travel in countries where his experiences would render him more valuable as an instructor in his chosen field of work, or in some other way improve himself and thus make it possible to render more valuable services to the institution upon his return.

The internal arrangements for these sabbatical leaves were so worked out that in most of the departments a man could provide for his period of absence without requiring the appointment of a substitute. He either carried an extra load of work in the semester preceding or following his period of absence or some one of his colleagues gave the essential courses which he would have given if in residence. In certain of the departments with small personnel it was necessary to employ a substitute during the absence of a regular member of the staff.

A committee of the faculty was appointed with the power to arrange a schedule which would work out satisfactorily for the faculty and with a minimum of interruption to the work of the university. That committee usually arranged for one member to be away each semester; in a few cases two men were away during the same semester.

This system of sabbaticals continued until 1932 when the effects of the very serious financial depression which began in 1929 affected seriously the resources of the university. Most colleges and universities found it necessary to discontinue sabbatical leaves and they were discontinued at Clark. Most of the older members of the staff had enjoyed at least one period of absence. A few had been away on two sabbatical leaves. A few others, who were eligible, had not accepted such an opportunity for absence from work and had to their credit one or two such periods.

During the latter years of the period now under consideration in the history of the university, sabbatical leaves have not been systematically granted to all members of the faculty. A few members who have had in progress important pieces of research for which they needed additional freedom from services on the campus or needed to be in some other part of the world in order to carry forward their investigations, have been granted leaves of absence for a semester at a time. In each case the application came with the strong recommendation and approval of the Chairman of the department concerned and was acted upon as an individual case by the Board of Trustees.

At present if any member of the faculty feels that he should have a period of absence from the campus in order to carry on research work which is of sufficient importance to justify a leave of absence, his request with the approval of his department must be presented to the President and later go before the Board of Trustees for final action.

The system of leaves of absence has not been abandoned. The idea has never been disapproved, but economic conditions have made it unwise to reestablish an automatic plan of sabbaticals for all members of the university faculty. While the system was in operation a few members of the staff seemed to interpret the sabbatical leave of absence as an additional vacation period and did not undertake any serious scholarly work or accomplish any important results in their professional field. This is acknowledged by many of the faculty to be a serious objection to the reestablishment of the plan of sabbatical leaves in which all members of the faculty enjoyed the same privileges. The theory behind the whole system is that a sabbatical leave is not an additional vacation, for men who commonly have three or four months of freedom each year, but should be granted for the promotion of research work and study which will redound to the credit of the university and to the advantage of the students who come here for study and training.

CHANGES IN THE PHYSICAL PLANT OF THE UNIVERSITY

A General Plan for the Main Campus

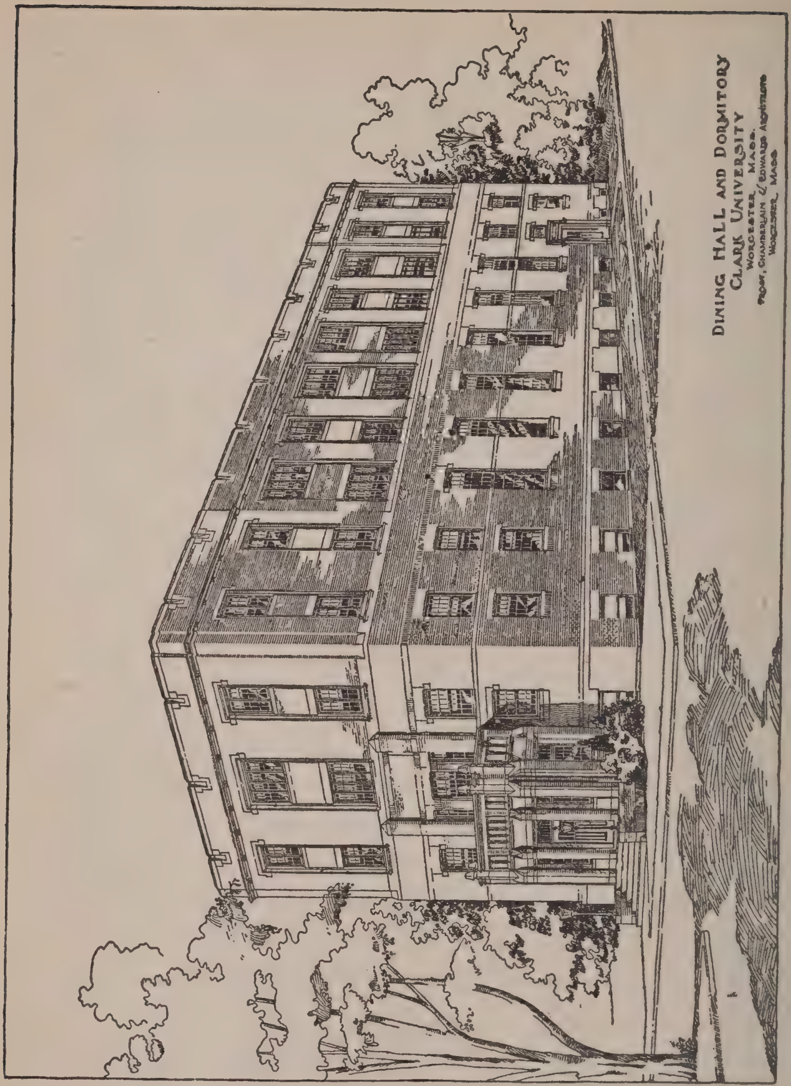
In the early twenties plans were laid out for a quadrangle of buildings on the main portion of the Clark campus which should meet the needs of the institution as enrollment increased and the university assumed larger responsibilities in various fields of education. Those plans provided for buildings which would enclose the entire rectangle between Main, Woodland, Downing and Maywood Streets. Provision was also made for the division of the inner court into two equal parts. The general plan, which some day may be consummated, has guided us in placing whatever new buidings have been erected during the past twenty-five years. When completed the university quadrangle will provide privacy for out-door academic or social occasions. A series of gates which can be closed and locked will help in protecting much of the property of the university from intruders. A complete line of buildings on Main Street will also help to cut off the very disagreeable noises which come from the trolley cars and the heavy business traffic on that thoroughfare.

Estabrook Hall

The dining hall erected at the corner of Woodland and Charlotte Streets in 1908 was so constructed that two additional stories could be added. When the bequest of about $118,000 was received in the early twenties from the estate of Arthur F. Estabrook, the Board of Trustees approved of plans for the completion of that building. The investment came to about $100,000 and the name "Estabrook Hall" was given to the entire structure. In that building provision was made for a proctor and dormitory accommodations for fifty-two students. Preference has always been given to freshmen away from home and it has come to be known as the Freshman Men's Dormitory.

Athletic Field

During the academic year 1923-24 the pressing need of an athletic field for the undergraduate student body was recognized and the vacant space adjoining Beaver Brook and extending from Beaver Street toward the estate of Mrs. George Coes was purchased. In connection with this project the alumni raised a portion of the funds and the field has become known as the Alumni Athletic Field. Investments have been made by the University from time to time in the grading, fencing and planting as well as in laying out a baseball diamond and a field for hockey. In 1929 a field house was erected. Our total investment in the athletic field and field house amounts to about $35,000. Mrs. Coes gave the University a considerable amount of land at the southwest end of the field, adjoining her home estate, to be added to the athletic field. Later Mrs. Coes made


DINING HALL AND DORMITORY
CLARK UNIVERSITY
WORCESTER, MASS.
FROST, CHAMBERLAIN & EDWARDS ARCHITECTS
WORCESTER, MASS.

Jonas G. Clark Hall

a gift of $2,000 to be used in fencing or otherwise improving the field.

With the addition of an athletic field to the equipment of the college, competitive games with neighboring colleges in New England became possible in hockey and baseball. Such contests have been recurring events throughout the later history of the college until interfered with by the influence of war conditions in 1941. During the academic year 1943-44 when about 300 Army men were assigned to Clark for military training and education, the athletic field was used as a recreational center and for military drills. The field is used for softball, archery and hockey by members of the Women's College. We have allowed certain of the local high school teams to use the field and national tournaments in archery have been conducted there.

Jonas Clark Hall

In the summer of 1924 the central and higher portion of the roof of the main building, erected by the founder of the University in 1887, collapsed. The space beneath that section of the roof had been used to store remnants of a Children's Museum which had been developed, years before, in association with the work in education. Fortunately there was no one in that room or in the upper hallway when the accident occurred. Most of the museum material was ruined.

In remodeling that portion of the building we were able to provide a much needed auditorium with a very serviceable stage and backstage dressing rooms. The walls of this room were rebuilt and modern steel construction was used to support an entirely new roof. With an assembly room on the top floor of the building we had an additional need for an elevator in that building and one was installed so that freight or passengers can now be taken from the campus floor to any of the higher levels in the building.

For fourteen years the new hall, which seats about 500 people comfortably and has excellent acoustics, served as the main assembly room for the University. Commencement exercises, when not out-of-doors, were held in that room, the programs of the Fine Arts Course and student dramatic entertainments were all given there. To this day the weekly assemblies of the college are held in that hall.

The college men and the college women have lounge rooms in this building and recently we have furnished a large room on the top floor as a lounge for graduate students. The G. Stanley Hall Memorial Room is on the fourth floor of this building in the portion assigned to the Department of Psychology and Education. In 1944 fire-wall partitions were placed on each floor of Jonas Clark Hall and fire escapes were added at the ends of the building in accordance with the latest State requirements.

Fanning Hall

David Hale Fanning provided in his will for the University to receive, on the payment of $10,000 to his daughter, his home estate at the corner of Woodland and Downing Streets. The University accepted the terms of the bequest and added that property to the campus of the University. For a number of years the home was occupied by a member of the faculty. In 1942 arrangements were made to transform the barn on the Fanning estate into a physiological laboratory for Dr. Pincus and his associates and that building was used for that purpose until February 1945. In 1943, when the Army asked the University to take over two units of trainees and conduct educational programs for them, the Fanning home was transformed into a dormitory. By using double-decked beds fifty-three men were accommodated in that building during the period the Army was in residence at the University.

With the departure of the Army, the building was idle until in the fall of 1944 one of the faculty families moved in and occupied a portion of the home.

The Women's College House

In 1922 the property at 166 Woodland Street was purchased by the University and for a time was known as the Faculty House. When first equipped for living quarters, several members of the faculty chose to make their home there. For a number of years there were accommodations for a few graduate students in addition to the members of the faculty. The number of faculty in the home decreased and the number of advanced students increased so much that the building came to be known as Graduate House. When the Army came to Clark in 1943 it was necessary to take over that building and equip it as a barracks for Army trainees. Forty-seven men were assigned to that building and were comfortably housed there throughout the period of their residence.

The number of graduate students became very small during the World War period and the number of undergraduate women increased. Among the women who wished to attend college at Clark, there were several who preferred to live in a dormitory on the campus. Some of those who came from neighboring towns and had planned to commute found traveling back and forth more and more difficult. The time consumed in commuting was objectionable and the numbers who requested dormitory space became sufficient to justify appropriating that building, for a time at least, for a women's dormitory. In the fall of 1944, it was opened as, The Women's College House.

The Moving of Faculty Residences

During the summer of 1925 two of the faculty residences that originally stood on Main Street and were moved about two hundred feet into the campus in order to erect the addition to the Library

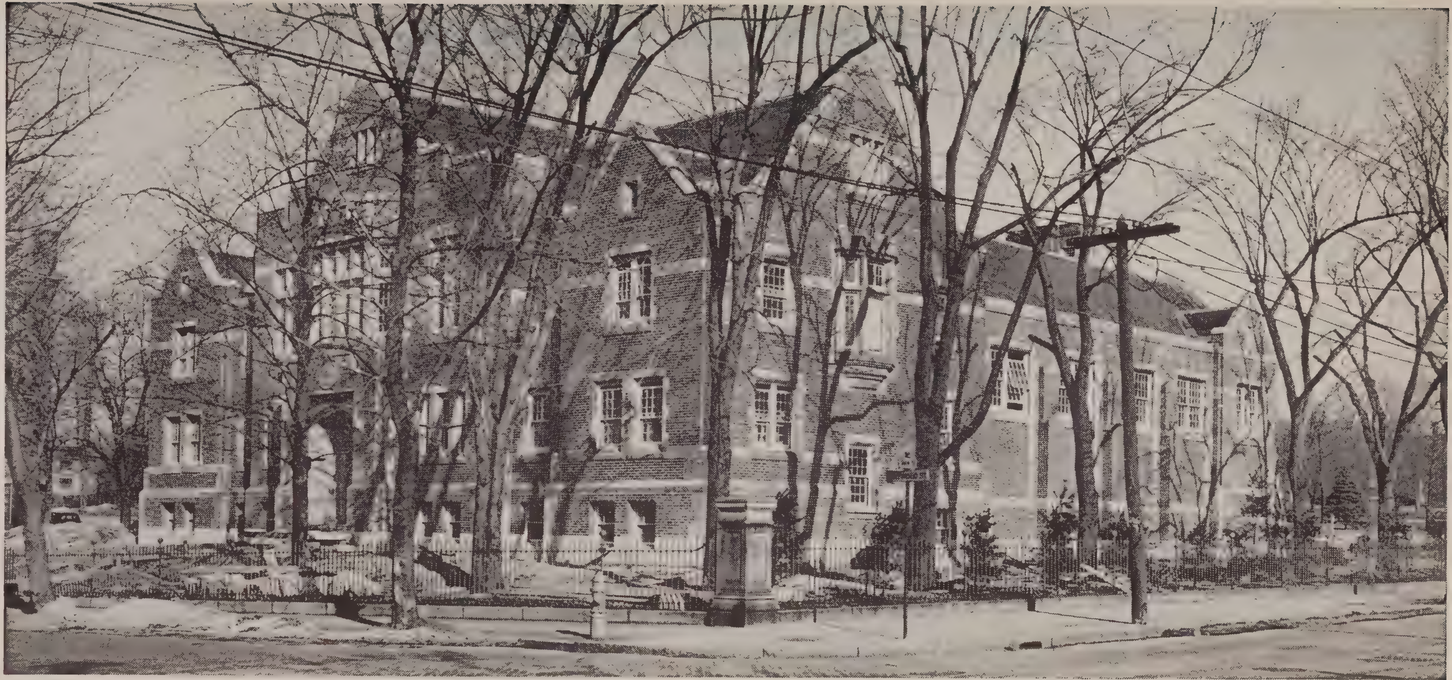
Building, now known as the Geography Building, were moved to their present location on Woodland Street. The larger of these is 171 Woodland and the smaller 173. They are both occupied by members of the faculty. On Downing Street there were two faculty residences, one known as 11 Downing and the other 21 Downing Street. In the mid-thirties when plans for erecting the new auditorium were made the house at 11 Downing Street, which had always been occupied by a member of the faculty, was razed and the other at 21 Downing Street was moved from its location on Downing Street to its present location where it has been given the number of 157 Woodland Street.

Dr. Jesse Bullock's Home

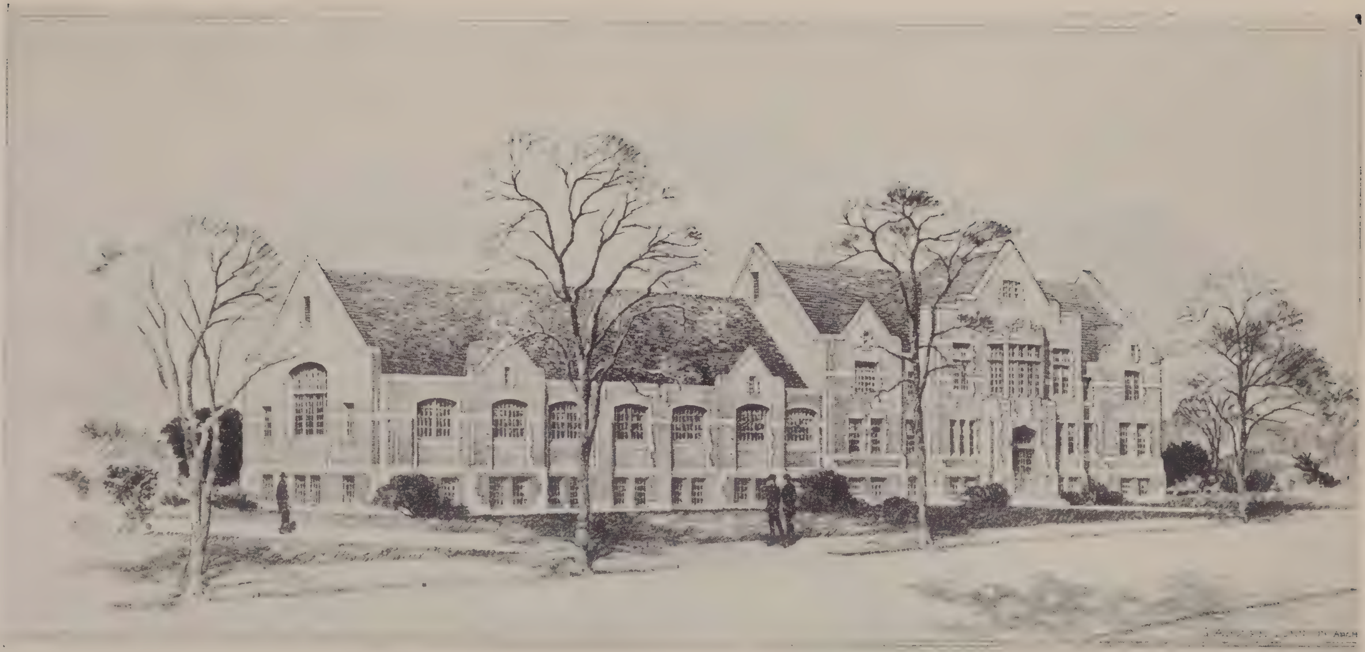
The residence at 35 Downing Street was erected by Dr. and Mrs. Bullock under an arrangement with the Board of Trustees whereby they pay a ground rent and for heat received from the University. They furthermore agreed to terms under which the University may acquire the property whenever they may have no further need of the home.

The Central Heating System

With the grouping of several faculty homes near the central heating plant of the university, it appeared to the administration and to the treasurer of the University that heat could be provided from the University to these homes at a very moderate cost. This simplified the problems of housekeeping and made the homes far more attractive than they had been. Hot water for heat was first taken across the street to 160 Woodland Street, the home occupied by the president. Then steam pipes were placed in the same tunnel and branches were led off to 150 Woodland Street, formerly the home of Dr. G. Stanley Hall and since Dr. Hall's death occupied by Dean Homer P. Little and his family. From there the heat was led to Dr.



Alumni Gymnasium from Main Street



ALUMNI GYMNASIUM AND PROPOSED SWIMMING POOL ADDITION

Bullock's home and to the large garage at the rear of the Hall property. Another branch was taken from 160 Woodland Street to the building now known as the Women's College House and that building has since been heated from the central plant. Steam pipes were laid from the main building, Jonas G. Clark Hall, where the heating plant is located, to the houses numbered 157 Woodland, 171 and 173 Woodland and to Science Hall at the corner of Maywood and Woodland Streets.

With the shortage of oil that came during the period of World War II the oil heaters in the new gymnasium and the new auditorium buildings were abandoned and pipes from the central heating plant were laid through the campus so that those two buildings could be heated from the central coal burning plant in Jonas G. Clark Hall. That work was done in the summer of 1942. In the summer of 1944 the pipes were laid to connect the Fanning house and Estabrook Hall with the central heating plant. Today all buildings on the main campus of the University are heated from the central plant in Clark Hall.

The Faculty Homes in the Hadwen Estate

The two homes in the Hadwen estate, remodelled and greatly improved, have been rented continuously to members of the faculty. The large house was badly damaged by the hurricane of 1938 and several of the large trees on the grounds suffered in that storm. A few were destroyed. The house was repaired and improved by the addition of a large sun parlor. Mrs. Coes gave to the University about twenty acres of land adjoining the property given by her father thus enlarging the Hadwen Arboretum to about sixty acres.

The Alumni Gymnasium

Early in the thirties the need for a new gymnasium and an addition to the Library which would include an auditorium became apparent and a definite program to raise sufficient funds to erect those buildings was undertaken. The gymnasium was to be known as the Alumni Gymnasium and the alumni group undertook to raise a considerable portion of the necessary funds. In this campaign all but one member of the faculty and over 90 per cent of the student body in residence contributed generously to the building fund. The Trustees appropriated other funds that had been given to the University without restrictions.

Ground was broken for this building in a very dramatic way at the close of the alumni exercises in June of 1937 as a part of the celebration of the fiftieth anniversary of the founding of the University. We had just completed luncheon in the old gymnasium, where Clark men from the foundation of the college had bumped against pillars and tried to carry on competitive games under impossible conditions. We marched to the music of a brass band from our luncheon hall to the site selected for the new building. A spade gilded with golden paint and decorated with the Clark colors was handed to the President of the University. Before a battery of cameras, he turned the first spadeful of soil. Then the President of the Alumni Association turned a few spadesful. We next turned our attention to a huge, puffing steam shovel, painted scarlet and white which the Alumni Building Fund Committee had arranged to have on the campus. That great machine began the work of excavation for the foundation of the new building.

The cornerstone for this building was laid October 8, 1937, and the building was completed in the fall of that year. It was formally dedicated on March 5, 1938. Trustees, faculty, alumni and all friends of the institution greeted with enthusiasm the addition of the new gymnasium to the physical equipment of the University. From the day it was turned over to the University by the contractor it has been the center of much of the college life. All indoor regular classes in physical education are now conducted in the new building. Here visiting teams from other colleges are appropriately entertained and competitive games are played. The seating capacity of 800 has been found inadequate on many occasions. Thousands of people have come to attend certain of the games. The high schools of Worcester County have held basketball tournaments in the new gymnasium. This has brought thousands of young people from the neighboring towns and villages to the University. Many of the larger social occasions for the college students are now held in the gymnasium for it serves admirably as a dance hall. The Faculty Women's Club now hold their annual Scholarship Bridge in this building. This has become a festival. The huge hall is always beautifully decorated and 400 to 500 Worcester women commonly attend.

The lounge on the second floor of the head building of the Alumni Gymnasium is a very attractive club room for the men students. It has been used also by the faculty, faculty women and by both men and women students for various social occasions. Meetings of student societies have been held in this lounge room. During World War II, while the Army was at Clark, the head building was transformed into an infirmary and a suite of offices for the commanding officers. The exercise rooms were all used in the physical training of the soldiers. The cost of the Alumni Gymnasium came to about $178,000.

The New Auditorium and Tower

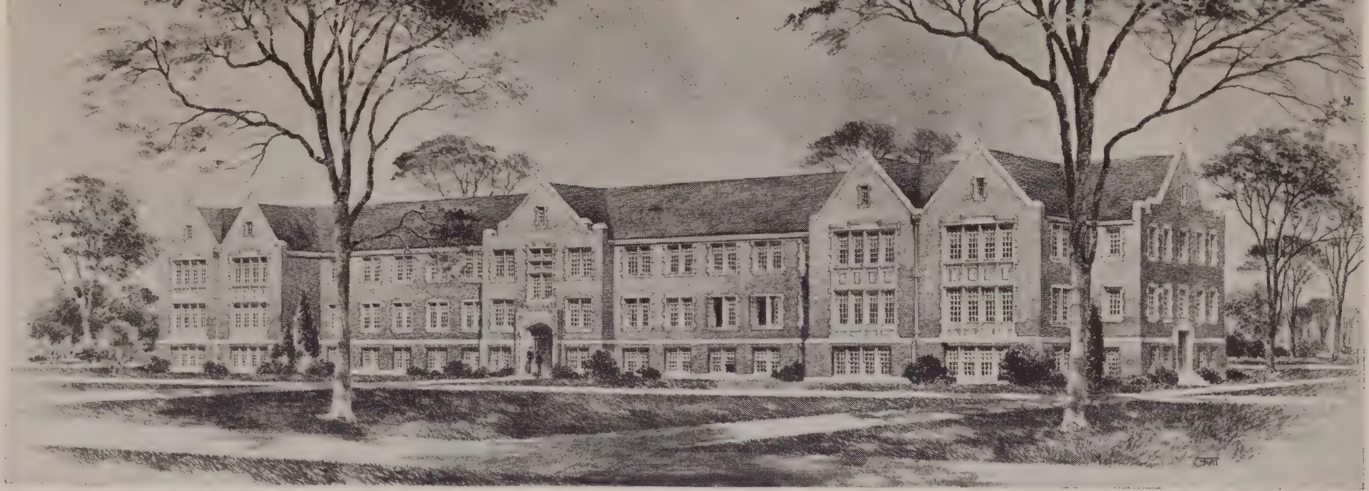
The campaign to raise funds for the new auditorium was organized with the cooperation of the trustees, faculty and many of the leading citizens of Worcester not officially connected with the University. We announced early that the auditorium would not only become available for the Fine Arts course, for which many Worcester people had become patrons, but that educational and cultural organizations of Worcester might also look forward to using the auditorium for non-profit making programs.

The campaign was carried on intensively for a few weeks and resulted in acquiring about $120,000 which with other funds made available by the trustees assured the success of this enterprise. The cornerstone was laid June 4, 1938, and the name of the building, Atwood Hall, which had been selected by the trustees, engraved on a shield placed over the main entrance on Woodland Street was unveiled. Late in the fall of that same year a few of the Fine Arts programs were given in the new auditorium. Formal dedicatory exercises were held January 12, 1939, and at that time the trustees expressed the sincere appreciation of the officers, alumni and students of the University for the generous contributions from about 1500 citizens that had made the erection of the new building possible. In 1942 Mrs. Wallace W. Atwood presented to the hall an electric organ and provided for its installation. That instrument has proved to be a very welcome addition to the equipment of the auditorium and it is used on all formal occasions. Special organ recitals have been given in the hall.

Atwood Hall includes much more than the auditorium, for the tower adjoining the Library provides stack room space for the normal growth of the University library during a period of forty years. The head building includes above the lobby a large reception hall so attractive that it has been used for musicales and weddings by members of the faculty group. On the third floor there is a meeting room for the faculty, two committee rooms or offices, a kitchenette and a projection booth. The booth is equipped with a modern 16 mm. sound film projector with an arc light which proves to be very satisfactory for moving picture programs. Other types of projectors, for illustrated lectures, are installed as needed.

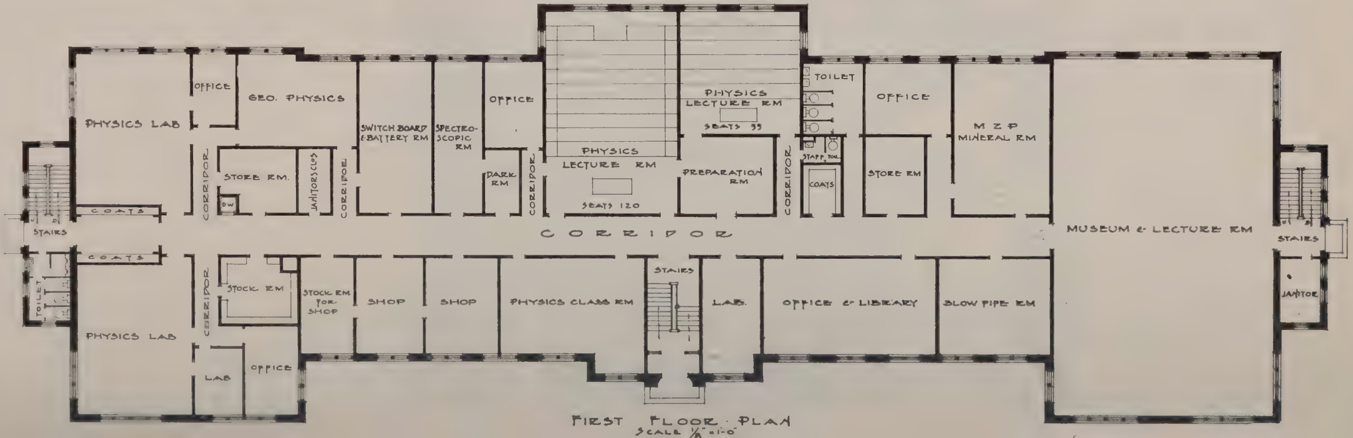
The stage has been well equipped with an excellent modern light-

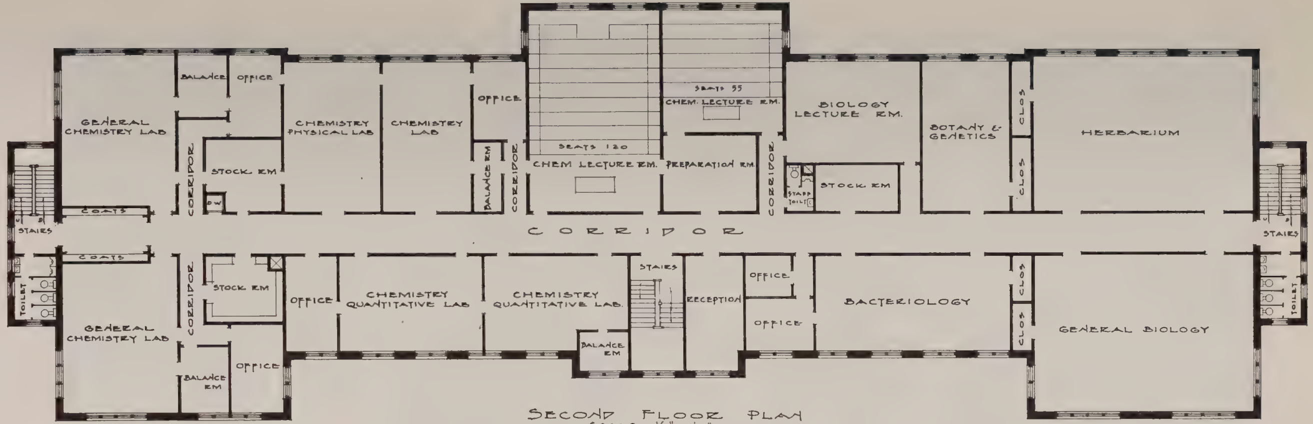
Atwood Hall, the New Auditorium, from Woodland Street



PROPOSED NEW SCIENCE BUILDING

G. Adolph Johnson, Architect


PHYSICS LAB
OFFICE
GEO. PHYSICS
SWITCH BOARD & BATTERY RM
SPECTRO-SCOPIC RM
OFFICE
PHYSICS LECTURE RM
SEATS 120
PHYSICS LECTURE RM
SEATS 55
TOILET
OFFICE
M Z P MINERAL RM
CORRIDOR
STORE RM.
DW
JANITORS CL'S
CORRIDOR
DARK RM
CORRIDOR
PREPARATION RM
CORRIDOR
STAFF TOIL
COATS
STORE RM
COATS
STAIRS
COATS
CORRIDOR
MUSEUM & LECTURE RM
STAIRS
TOILET
CORRIDOR
STOCK RM
STOCK RM FOR SHOP
SHOP
SHOP
PHYSICS CLASS RM
STAIRS
LAB.
OFFICE & LIBRARY
BLOW PIPE RM
JANITOR
PHYSICS LAB
LAB
OFFICE
FIRST FLOOR PLAN
SCALE ⅛" = 1'-0"


GENERAL CHEMISTRY LAB
BALANCE
OFFICE
CHEMISTRY PHYSICAL LAB
CHEMISTRY LAB
OFFICE
SEATS 120
CHEM LECTURE RM.
SEATS 95
CHEM. LECTURE RM.
PREPARATION RM.
BIOLOGY LECTURE RM.
BOTANY & GENETICS
CLOS
CLOS
HERBARIUM
CORRIDOR
STOCK RM
DW
COATS
STAIRS
BALANCE RM
CORRIDOR
CORRIDOR
STAFF TOILET
STOCK RM
STAIRS
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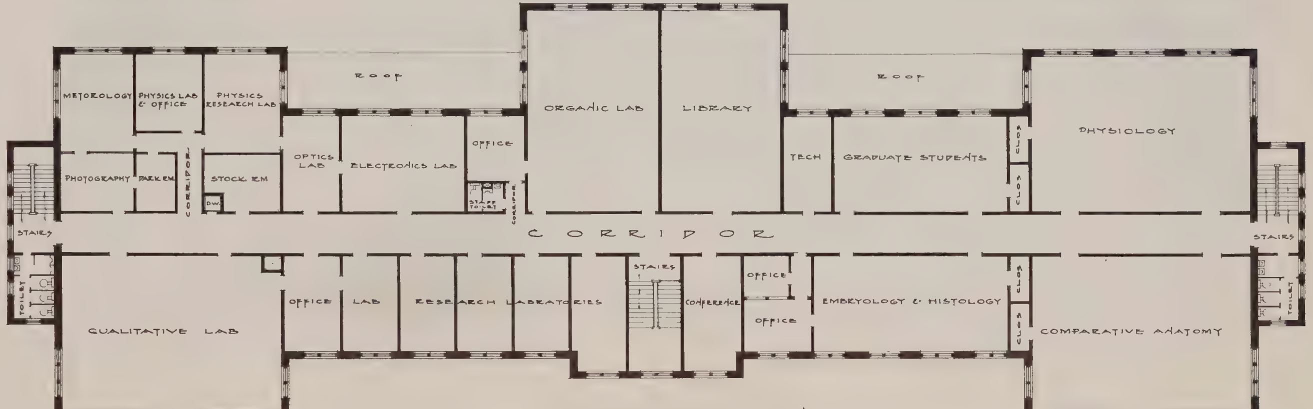
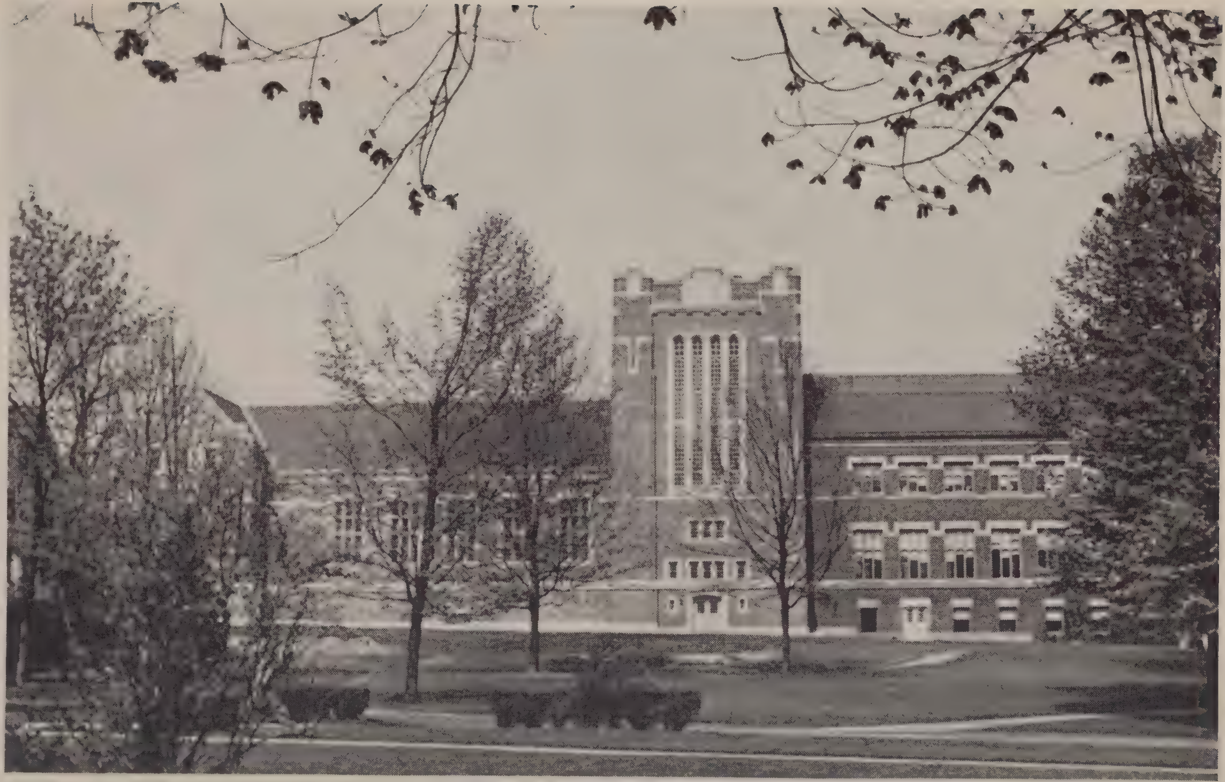
COATS
CORRIDOR
STOCK RM
OFFICE
CHEMISTRY QUANTITATIVE LAB
CHEMISTRY QUANTITATIVE LAB.
STAIRS
RECEPTION
OFFICE
OFFICE
BACTERIOLOGY
CLOS
CLOS
GENERAL BIOLOGY
TOILET
GENERAL CHEMISTRY LAB
BALANCE RM
OFFICE
BALANCE RM

SECOND FLOOR PLAN
SCALE 1/8" = 1'-0"


METOROLOGY
PHYSICS LAB & OFFICE
PHYSICS RESEARCH LAB
ROOF
ORGANIC LAB
LIBRARY
ROOF
PHYSIOLOGY
PHOTOGRAPHY
DARK RM
CORRIDOR
STOCK RM
DW
OPTICS LAB
ELECTRONICS LAB
OFFICE
STAFF TOILET
CORRIDOR
TECH
GRADUATE STUDENTS
CLOS
CLOS
STAIRS
CORRIDOR
STAIRS
TOILET
QUALITATIVE LAB
OFFICE
LAB
RESEARCH LABORATORIES
STAIRS
CONFERENCE
OFFICE
OFFICE
EMBRYOLOGY & HISTOLOGY
CLOS
CLOS
COMPARATIVE ANATOMY
TOILET

THIRD FLOOR PLAN
SCALE 1/8" = 1'-0"

FLOOR PLANS FOR THE NEW SCIENCE BUILDING



Library Tower

ing system for theatrical productions, flood lights placed in the balcony rail, a screen for pictures and a loft in which stage sets can be hung and made available for shifts in scenery. Two large dressing rooms adequate for students and a well furnished "Green Room" for distinguished artists are provided.

Since the building was erected all of the programs of the Fine Arts course have been held in its auditorium and on many occasions the reception room has been used for exhibits of art works. Baccalaureate and commencement exercises, educational conferences, moving picture programs, student meetings, community orientation courses and many informal university gatherings are conducted in the hall. Special lecture courses on national and international problems associated with the war have been conducted and made open to the public. Many of the dramatic entertainments of the students are conducted here and a dozen or more of the Worcester educational and cultural organizations have utilized the hall for their programs. Philharmonic symphony concerts have been held here. The Worcester County Light Opera Association has given several entertainments in this hall, the Mendelssohn Singers, the Pan American Society, certain church organizations and many war relief committees have used the hall.

During the 1944-45 academic year the forums conducted in cooperation with the United Nations Information Office and sponsored by WTAG as a part of their "Worcester and the World" project were broadcast from the auditorium. Twenty-five evenings were devoted to this series. The public was invited to be present while the broadcast was in progress, to remain for a question and answer period and to see a moving picture taken in the country under consideration in Worcester during that week. At another place a full report on these forum programs will be given.

The auditorium meets not only a very real need in the life of the

University but a very real need in Worcester for there is not a hall in the city with equally good acoustical properties that is so well equipped for certain programs.

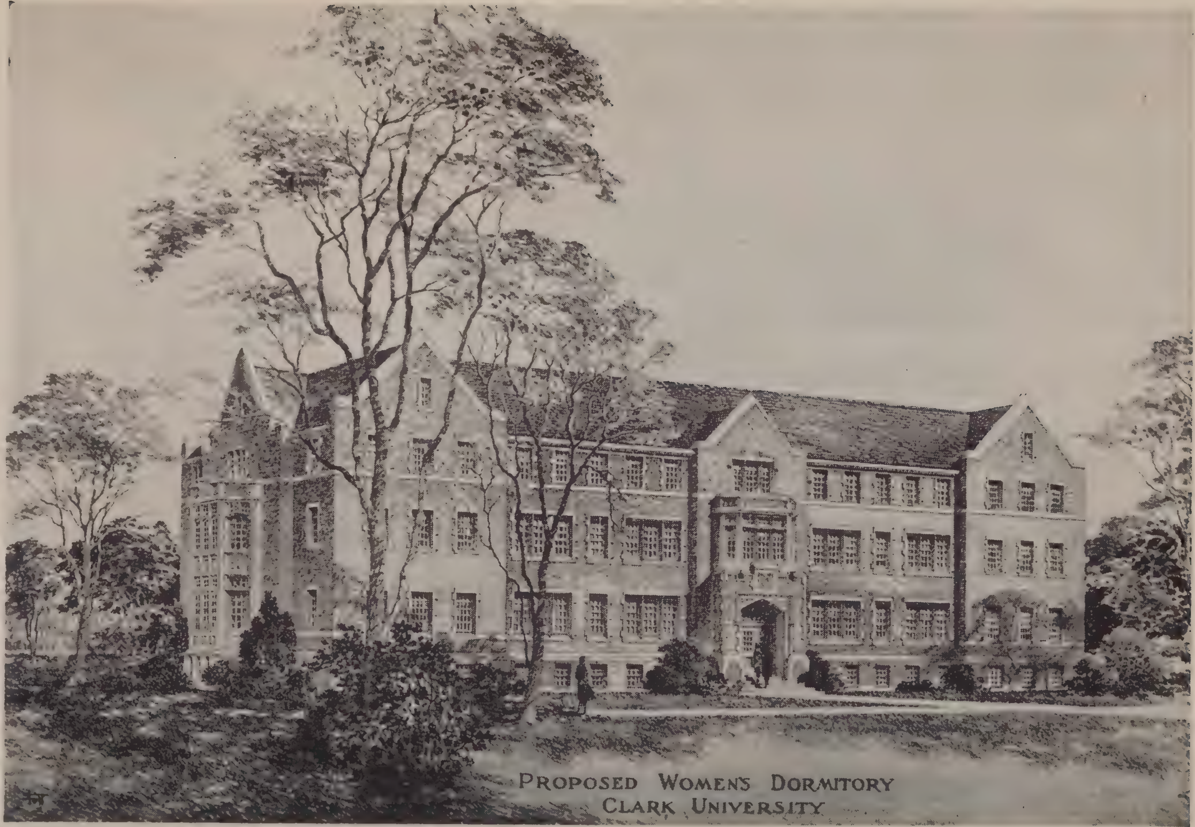
Immediate Building Needs

In looking forward to the further development of this University, plans have been made for two buildings which should be erected just as promptly as possible. One is a new Science Hall. The present facilities for the natural sciences are inadequate and outmoded. The building used for Physics and Chemistry was erected more than fifty years ago. Since then new plans for equipment, lecture rooms, laboratory ventilation and air conditioning have been perfected. Our faculty and students have continued to work on in old-fashioned buildings where modern conveniences and modern equipment have not been installed.

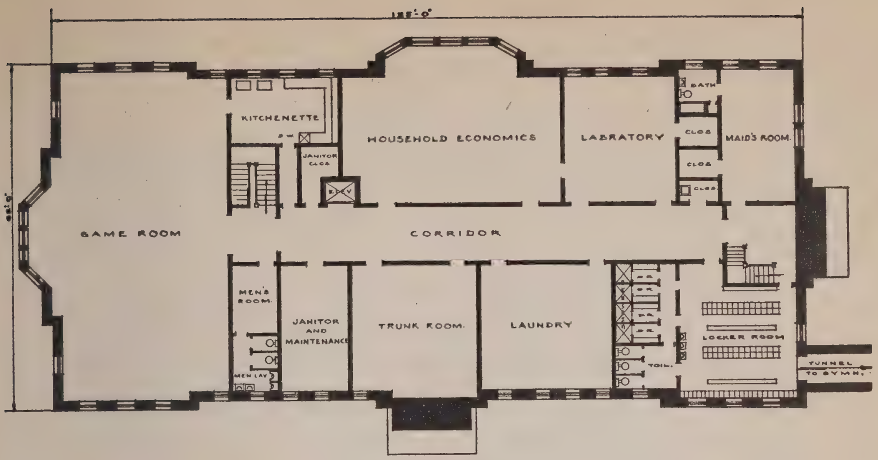
The present science building is a very substantial structure and it may prove to be advisable to improve this building, adding a wing or another floor or both, rather than remove this structure from the campus and build an entirely new Science Hall. If physics, chemistry, biology and geology could be housed in a single building known as Science Hall and thus relieve the pressure for space both for classrooms and offices in Jonas G. Clark Hall, the conduct of the University should be much more efficient.

During the winter of 1943-44 the Alumni Association chose this project for their next large objective and that group may take over the chief responsibility of a drive for the necessary funds to erect a new Science Hall or to improve the present one.

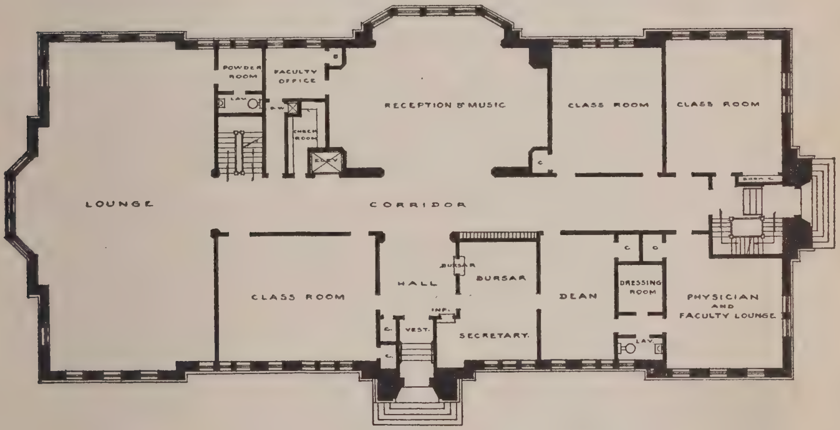
The other very obvious need of the University is a Women's Hall. Plans for a four-story building have been drawn by the University architect, Adolph Johnson. On the first floor provision is made for a game room, shower and locker rooms, storage space for trunks, a



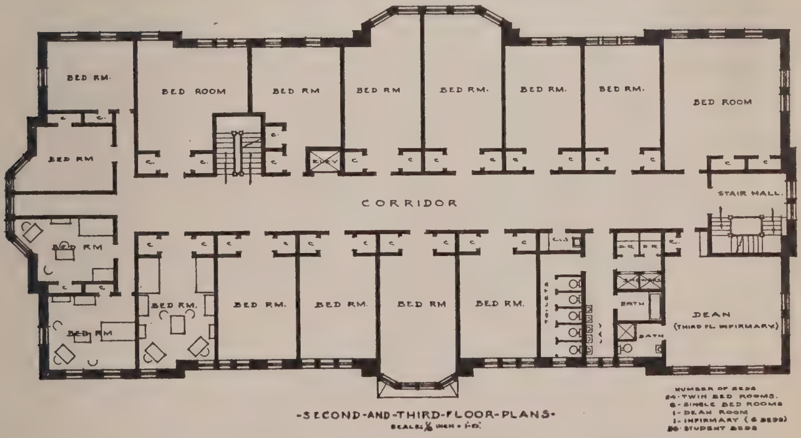
PROPOSED WOMEN'S DORMITORY
CLARK UNIVERSITY


125'-0"
85'-0"
KITCHENETTE
S.W.
JANITOR CLOS
ELEV
HOUSEHOLD ECONOMICS
LABORATORY
BATH
CLOS
CLOS
CLOS
MAID'S ROOM
GAME ROOM
CORRIDOR
MEN'S ROOM
MEN LAV
JANITOR AND MAINTENANCE
TRUNK ROOM
LAUNDRY
TOIL.
LOCKER ROOM
TUNNEL TO GYMN.

-BASEMENT-FLOOR-PLAN-
SCALE: 1/8 INCH = 1'-0"


POWDER ROOM
LAV.
FACULTY OFFICE
S.W.
CHECK ROOM
ELEV
RECEPTION & MUSIC
C
CLASS ROOM
CLASS ROOM
LOUNGE
CORRIDOR
CLASS ROOM
HALL
BURSAR
BURSAR
C
C
VEST.
INF.
SECRETARY
DEAN
C
C
DRESSING ROOM
LAV.
PHYSICIAN AND FACULTY LOUNGE

-FIRST-FLOOR-PLAN-
SCALE 1/8 INCH = 1'-0"


BED RM.
BED ROOM
BED RM
BED RM
BED RM.
BED RM.
BED RM.
BED ROOM
BED RM
ELEV
C
CORRIDOR
STAIR HALL
BED RM
BED RM.
BED RM
BED RM.
BED RM.
BED RM
BED RM.
TOILETS
LAV
SHOWERS
BATH
BATH
DEAN
(THIRD FL. INFIRMARY)
NUMBER OF BEDS
24-TWIN BED ROOMS.
8-SINGLE BED ROOMS
1-DEAN ROOM
1-INFIRMARY (6 BEDS)
56-STUDENT BEDS

-SECOND-AND-THIRD-FLOOR-PLANS-
SCALE: 1/8 INCH = 1'-0"

FLOOR PLANS OF THE PROPOSED WOMEN'S BUILDING laundry, laboratory space for household economics and a kitchenette which will serve in the conduct of social affairs in the reception room on the floor above.

It is proposed to place the women's building on Main Street near the new gymnasium. A tunnel may be constructed so as to connect the locker rooms for young women, on the first floor of their building, with the main floor of the large gymnasium so that when desirable, the women of the college may use that large room for basketball practice or intercollegiate games.

The second floor of the proposed women's building provides for the necessary offices of the Women's College, a college physician's room, a faculty lounge, three classrooms, a faculty office room, a reception and music room and a very attractive lounge. The third and fourth floors are devoted to dormitory purposes. The Dean or head proctor is provided with a suitable suite. There are a number of single rooms and a number of double rooms. Adequate wash rooms and lavatory facilities are provided on each floor. The dormitory space will accommodate fifty-six beds and in addition an infirmary where six beds may be placed. With fifty-six resident students in this building at least the greater part of the cost of maintenance should come in as dormitory and infirmary fees.

As the years pass and the University increases in its services, a new building may become necessary for housing certain of the graduate divisions of the University. In many ways it is highly desirable to have a separate building where the graduate students will feel at home and away from the atmosphere of an undergraduate college. Another structure which may soon become a pressing need is an administration building. At present the administration offices are scattered and aside from the suite occupied by the President in the Geography Building, they are not well arranged for convenience or efficiency. There is no suitable reception room for visitors or parents coming to the college with prospective students. The business offices, recorder's space, post office and college dean's offices are inadequate. A much larger space should be assigned to the bookstore and that institution should be removed from close proximity to the classrooms.

EDUCATIONAL POLICIES

Work of Administrative Boards

In accordance with the new plan for reorganizing the University the General Faculty, which has control of educational matters pertaining to the University as a whole, has held frequent meetings each year and through the democratic process of debate and compromise has taken the chief responsibility in the adoption of all new plans in the educational work of the University. All administrative matters pertaining to the undergraduate division have been assigned to the College Board, subject to a supervisory authority of the General Faculty.

The Graduate Board, which is composed of a majority of those giving graduate instruction, has exclusive jurisdiction over strictly graduate affairs. All awards of scholarships and fellowships, as well as the individual programs of graduate students seeking higher degrees, are approved by that board. A Credentials Committee of the Graduate Board, which functions very much as an executive committee might, has immediate responsibility for reviewing all applications for admission into the graduate school and all requests for scholarship or fellowship aid.

All members of the Graduate and College Board with the remaining faculty members have met on several occasions for conferences with invited speakers from other institutions who presented educational ideals for a liberal arts college, plans for new types of examinations or research work in progress of interest to all who are guiding the development of a liberal arts college.

Changes in the Requirement for Graduation

In 1901 when the trustees were planning to open an undergraduate or collegiate division in the University, in accordance with the wishes of the founder, they made plans for three years of college work and designated those classes as freshmen, juniors and seniors. That ruling remained in force for about twenty years. Soon after assuming the administrative responsibility of the University, my attention was called, by alumni of Clark, to a very difficult situation in which they found themselves with a college degree for which the requirement was but 108 semester hours of college work. They reported that that degree did not make them eligible for admission into certain of the better graduate schools of this country. Another criticism came that their Clark degree, representing but 108 hours of work, did not make them eligible for certificates to teach in the high schools of certain states. On a recommendation of the faculty the trustees voted on January 27, 1922, to increase the requirements for graduation and the attainment of the degree of Bachelor of Arts from 108 to 120 semester hours. By that action the collegiate department became essentially a four-year college with requirements for graduation in harmony with those of most colleges in this country. Nevertheless, the opportunity to complete a college course in three years has remained open, as in other colleges, for well prepared and serious students.

During the last few years because of war conditions the demand for acceleration of the college course has been so great that we, as well as many other colleges, have lengthened the summer term of work and made it possible for students to complete all requirements for the Bachelor's degree, in a little less than three years. This, however, means that a student must continue in residence work about eleven months of each year. It is recognized as a war measure and may not be continued when normal peace-time conditions are restored.

The B.Ed. Degree

From the teachers of Worcester and vicinity there was for a time a strong demand that Clark provide facilities so that those who wished could complete college work leading to the degree of Bachelor of Education. That degree is a prerequisite in many communities for a position in the faculty of a grammar school. When the demand was first made the degree of Bachelor of Education was not available at the State Teachers College. Since it is now available at that institution, we have few applicants for training leading to that degree.

B.A. in Business Administration

During normal times the desire on the part of many of the undergraduate men at Clark to secure training in business administration has led the faculty to organize a special division in that field of work. This division is closely associated with the Department of Economics and Sociology and is supervised by the members of that department. The Second World War, which has interfered so drastically with attendance of young men at colleges, opened soon after the Division of Business Administration was announced. We have had a few students each year majoring in that field and there have been a few degrees granted in business administration.

B.S. in Nursing Education

In the fall of 1944 we opened a Division in Nursing Education and made provision for the necessary courses of instruction so that candidates could proceed beyond the grade of Registered Nurse and complete their training for positions of leadership in their chosen profession. A fuller statement of the purpose of this new division appears on page 000 of this report.

The M.A. in Education

As the professional and academic standards of those who are candidates for teaching positions in high schools and colleges have been raised, many teachers in this community and many students in our undergraduate body have expressed a desire for an opportunity to proceed with a fifth year of training in order to secure the degree of Master of Arts in Education. In some states no one is eligible for a position in a high school faculty without a Master's degree. In other communities the requirements for such positions are left to individual superintendents or principals. There is, however, a very widespread tendency for the administrative officers in public and private institutions of high school or college grade to demand of candidates for positions on their faculties the attainment of a Master's degree or its equivalent. Many of the colleges demand a Ph.D. degree of all candidates for faculty appointments. At Clark the graduate work in education is supervised by the Department of Psychology and Education.

Cooperation with the Worcester Art Museum

During the academic year 1940-41 cooperative arrangements were made with the Worcester Art Museum which provide opportunities for the students in Clark College to avail themselves of many Museum privileges including courses of instruction given at the Art Museum. In turn Art Museum students, who desire, may complete requirements at the University for the degree of Bachelor of Arts. A full scholarship is now available each year for a student in the School of the Art Museum who wishes to attend the University.

Members of the Art Museum staff have offered instructional courses on our campus and members of our faculty have conducted lecture courses at the Museum. During the year 1940-41 Mr. Perry B. Cott offered a course in "Introduction to Art", and in 1942-43 Mr. Charles Sawyer, the Director of the Art Museum, offered a course at the University on "Introduction to the Visual Arts".

We have organized a Department of Fine Arts with Dr. Loring

H. Dodd acting as chairman and in which Herbert Barnett, Haven D. Brackett, Marian B. Davis, David M. Dougherty, Robert S. Illingworth, Carl S. Malmstrom and Charles H. Sawyer are listed as members. Professor Harold S. Jantz, formerly of our staff, Professor David M. Dougherty, and Professor Henry M. Bosshard have offered lecture courses at the Museum.

This plan of cooperation between the Art Musuem and the University offers many attractive opportunities for further development. Our college of liberal arts is exceedingly fortunate in having near at hand an excellent Art Museum where courses of instruction are being offered and with an administration in cordial sympathy with the educational ideals of a University. The promotion and further development of this cooperative effort should be encouraged in every way possible. A "station wagon" available for transferring instructors or students might prove to be a good educational investment.

Honors Work

Beginning with the class of 1936 arrangements were made so that Sophomore students whose average standing for the first two years of college placed them in the highest third of their class could become candidates for honors programs in their major subjects. Thus a number of highly qualified undergraduate students, with keen intellectual curiosity, could carry honors work during their last two years in college. Others may qualify for honors work in the junior year and spend the balance of their college career as honors students.

A large number of students have qualified for honors work and thus have been given every opportunity that we can provide for their maximum development as independent scholars.

Greater Freedom for High Ranking Students

By a ruling of the College Board, Seniors are now excused from the usual rules governing attendance and some Sophomores and

Juniors who attain a sufficiently high average are also made responsible to themselves for attendance at the regular class meetings. This freedom and placing of more responsibility upon the better students does not excuse them from satisfactory completion of all the work in the courses for which they are registered.

Admission and Testing of Students

We have accepted membership in the New England College Admissions Board in order that we may as an institution keep reasonably well in step with the other colleges in this part of the country. Our College Board has also with faculty approval adopted a plan of scholastic aptitude tests for all freshmen. These tests are taken after admission and usually on the opening day of college. The results of these tests have been found helpful to the Board in judging the work which the students are doing in college.

Freshman Induction Programs

For several years we have conducted special programs immediately preceding the opening of college in the fall when the young men registered as incoming freshmen have been invited to accompany a group of the faculty men and spend two or three days in some camp not too far from Worcester. There they have had an opportunity to become well acquainted with each other and with several members of our staff. They have spent considerable time in sports but they have also listened to talks from upperclassmen regarding the student activities at Clark and from members of the faculty regarding their programs of instruction. We have found time at each of these freshman camps to have certain placement and aptitude tests taken by the incoming students.

A similar induction program for those entering the Women's College as freshmen has been organized and conducted by Miss Hazel Hughes. The purpose is identical with that of the induction program for men. The young women have an opportunity to become acquainted with each other and with certain ones who are identified with the college as instructors. The President has visited both the camps for men and for women and addressed them at one of their evening sessions. Many of the younger members of the faculty have cooperated in the games and sports and in the conduct of certain tests. Here again the young women are addressed by upperclassmen in their own college and told of the extra-curricular activities in which they may take part.

Placement Examinations

Placement examinations have been introduced in foreign languages and mathematics for entering freshmen. The results of these examinations are exceedingly helpful in placing the students in work for which they are best suited and fully prepared. Sometimes the placement examination will justify the omission of some one of the courses commonly required of students entering college. The idea is that we are willing to consider each student on his or her merits and in just so far as it is possible recognize that education is an individual matter. We cannot wisely use the conveyor belt system in carrying students through the college curriculum.

Instruction in Geology Provided

With the coming of Dr. Homer P. Little in 1922 we were fortunate in finding that in addition to his service as Dean of the College, he would offer instruction in geology. Up to that time work in that field of study had not been provided for, either in the collegiate or graduate division of the University. Many undergraduate students have profited by work with Dr. Little. Due to his inspiration several men have chosen to go on in graduate studies in geology and enter upon professional work in that field. Any who register for graduate work in geography who have not been properly trained in geology, are required to avail themselves of the opportunities offered in that department.

Scholarships in Clark College

During the period of this administration we have been especially fortunate in receiving a number of gifts, the income from which may be used for aiding students who wish to attend the University. The Theodore T. and Mary G. Ellis Scholarship Fund, which amounts to more than $200,000, makes it possible for young men in Worcester with high scholarship records to win awards which may be sufficient to cover their entire tuition expenses in attending college. The Gordon A. Hubley Scholarship Fund is also for Worcester men and provides generous awards for a number of students each year. Several of the graduating classes have made contributions towards scholarship funds. The entire list of such funds will be found on pages 167 to 169. By action of the Trustees a number of Jonas G. Clark scholarships are available each year for men whose homes are not in Worcester.

Loan Funds

In addition to special funds which make possible the establishment of scholarships for well qualified and deserving students, we have now available funds which total approximately $20,000, the income from which and in some cases the principle may be loaned to students who do not have sufficient funds to complete their college education. These loans are made at a low rate of interest and an individual is permitted to make the repayment after completing his college career.

An Academic Council

In 1943, a movement, originating in the General Faculty, led to the establishment of an Academic Council. This body is broadly representative of the various departments in the college and it is charged with the special responsibility of critically reviewing the program of courses offered to undergraduate students and of passing upon all new courses proposed for the undergraduate program. The Council has regular monthly meetings and has reviewed all new courses submitted by members of the faculty. Their deliberations have led them into many problems that are closely allied to those of administration and the staff organizations in the various departments.

Teaching the Modern Languages

While the Army was at Clark and training in modern languages was carried on through the help of drill masters who trained the students in speaking the foreign languages, we discovered that it was not too difficult to train the American students to become so familiar with such languages as German, modern Greek and Italian that they could use them in conversation. We discovered also that their ability to speak those languages increased greatly their interest in learning to read those languages and to understand their structures. In the fall of 1944 the faculty voted that it was desirable to engage drill masters or instructors who would introduce this method of teaching German, French and Spanish to our undergraduate students. The Trustees approved of the suggestion and that work is now in progress. It involves doubling the time given to the Freshman course in each of those languages. This work has led to the introduction of more drill in speaking the languages in many of the more advanced courses in the modern languages.

Division of University Extension

Early in the present administration it became evident that we might be of service to many who could not attend the University during the usual hours for collegiate instruction. The people whom we should serve would be chiefly teachers at work in Worcester or nearby communities who wished to continue their studies and accumulate, little by little, credits which could be used to secure a Bachelor's or Master's degree at the University.

A number of extension courses were organized by the regular members of the faculty and the announcement and supervision of this division was delegated to a committee of the faculty. Most of the instruction was given late in the afternoon or on Saturday mornings. A few evening courses were conducted. For several years large numbers of the local teachers took advantage of these opportunities and completed all requirements for the degree of Bachelor of Education. They are now members of the Alumnae Association of Clark. Some teachers who had completed not more than two years of collegiate work before accepting a position, combined a certain amount of extension work with credits earned during our summer sessions and in that way fulufilled all of the requirements for the degree of Bachelor of Education.

With the expansion of the work in the State Teachers College to a four year course leading to a bachelor's degree the number of those who wished to attend the University during the late afternoon or evenings decreased until today there are few courses offered in that division. We met a temporary need in the community.

The Summer School

In the summer of 1921 we opened a six week Summer School and offered instruction in a limited number of fields. Considerable emphasis was placed on geography for at that time there was very little opportunity in New England or anywhere in the northeastern part of the United States for advanced studies in that field of work. Dr. Charles B. Randolph, Professor of German, was the first Director of the Summer School, then Dr. Douglas C. Ridgley, who held the Chair of Geography in Education, served as Director for a number of years. Through Dr. Ridgley's efforts notable progress was made and each year we had a good attendance. Following the Summer School period of six weeks in residence on the campus, field trips were conducted by certain of the instructors. Groups of ten, twenty and on a few occasions as many as thirty went off in a large comfortable bus, which had been chartered for this purpose, on extended tours through New England, Canada or New York State. The interest in field studies was so strong during a few of the summer seasons that field excursions which occupied the entire summer were organized and parties started from the University and went to the Pacific Coast and returned. Others went by boat to the Caribbean Sea regions and to points in Central America. On one of the field excursions the party visited several of the countries in South America. One Summer School party was organized for an extended tour through the British Isles and western countries of continental Europe. In 1937 Professor Illingworth accepted the responsibility of directing the Summer School and he continued in that service until 1943 when it became necessary to lengthen the term and incorporate the work of the summer into the regular work of the University. He introduced in a very interesting and entertaining way a large amount of dramatic work and training in stagecraft.

The Summer School has been continued since its foundation. During World War II when a strong demand came from students for an accelerated program, the summer session was extended to twelve weeks, the administration was taken over by the General Faculty and every effort was made to give instruction that was equivalent to that offered during the regular academic year. A summer term of twelve weeks has been planned for 1945.

Home Study Division

Dr. Ridgley's enthusiasm for helping those who were engaged in teaching led him to organize a Home Study Division. In this division work was offered in several of the fields included in the study of geography. Hundreds of teachers and students in other institutions throughout this country and in Canada registered for work in this division. Most of those who registered completed their studies and received a certain amount of college credit which could be applied towards a Bachelor's degree. The Home Study work was conducted entirely through correspondence. When Dr. Ridgley retired, many of the courses needed revision and new courses were necessary if that division was to be continued. By that time all members of the staff in the Graduate School of Geography were so crowded with other work that it seemed best to discontinue the Home Study Division.

Graduate Record Examinations

During the late thirties and early forties a number of graduate schools, members of the Association of American Universities, experimented on the development of a new type of examination which was devised to help judge the qualifications of a student for pursuing advanced studies in one or more of the various fields of knowledge. There was something of the intellectual aptitude type of test involved in the questions and something of the general informational type of test. The examinations were called the Graduate Record Examinations. Through these examinations an individual student could discover how his qualifications for advanced studies in a particular field of knowledge measured up with others of his contemporaries who were planning to enter the same professional field of work.

This program was financed by a subsidy from the Carnegie Foundation and our Graduate Board spent an evening listening to a representative of the Foundation explain the purposes of the examination. We were invited to be one of the institutions to introduce this type of test in order that we might contribute to the project and benefit by any good results that might come from this educational experiment. The papers are all graded at the headquarters for this experiment in New York City. One of the examinations is prepared for undergraduates at the Sophomore level. This test is supposed to help students determine for which field of learning they are best qualified. We have used that test once or twice but conditions in the college are so abnormal during this war period that no examination of this type can be satisfactory.

Some think the experiment has been very successful and that the new examination scheme has many advantages over any other basis which we have ever used in judging the capacity of students for entering upon graduate work. Some are not completely satisfied with the experiment and many hold that it is still too early to pass judgment.

The usual method of accepting graduate students on the basis of their A, B, C, and D grades in college courses, supplemented by enthusiastic letters from their favorite professors and friends, is not satisfactory. Many are accepted into the graduate schools of this country who should not have been encouraged to go on for advanced degrees or to enter upon professional work in the academic world. Many who come and do just fairly well cannot be discouraged and they persist year after year until in the great majority of cases they ultimately secure some one of the graduate degrees and move on into the teaching profession. That is an unfortunate situation. The teaching profession requires the highest scholarship and educational ability. If psychologists or educationalists or any group of experts can invent a new system whereby the individual as well as the graduate school can avoid mistakes such as have been made, all too commonly, in selecting candidates for higher degrees in our universities, a great step forward will have been taken.

Present Requirements for the Master of Arts Degree

The Graduate Board has from time to time reviewed the requirements for higher degrees and endeavored each time to keep in step with the best practice among the member institutions of the Association of American Universities. At present candidates for the Master of Arts degree must complete satisfactorily with honor grades, at least five graduate courses of instruction, present an acceptable thesis and pass a comprehensive examination. We recognize the possibility that one of the graduate courses of instruction may be directed research leading to the preparation of an acceptable thesis.

In Biology

During the period of this report, at least 100 men who received their training in biology with us have been accepted into the Grade A medical schools of this country. Some 25 other men have been acccepted into graduate schools for advanced study in the field of biology. Two large collections have been added to the department herbarium. One of these consists of plants growing out of cultivation in Worcester county. This collection now numbers approximately 18,000 sheets. The other is primarily a teaching collection and contains about 18,000 sheets of representative plants from different parts of the world.

During the years 1921 to 1945 the following graduate degrees have been awarded in the field of biology:

PH.D.

1921 Pond, Samuel E., Enfield, Connecticut
1936 Rubin, Morton A., Alexandria, Virginia
1939 Hadidian, Zareh, Worcester State Hospital
1944 Malumphy, Thomas, Holy Cross College, Worcester, Mass.

M.A.

1926 Hanover, Walter S., Woodrow Wilson High School, Middletown, Conn.
1927 Miller, Eileen M. (Watson), Auburn, Mass.
Weed, Bester C., Classical High School, Worcester, Mass.

1933 Larson, Evert J., West Haven, Connecticut
1934 Rubin, Morton A., Ph.D. List
1936 Zarrow, Myer X., Fitchburg, Mass.
Syrocki, Boleslaus J., Auburn, New York
1937 Vitold, Arnett (Sukaskas), Dept. of Biology, Cornell University
1938 Buehl, Clara C., Berea, Ohio
1940 Warren, Alathier A., New Brunswick, Canada
1941 Pride, George H., T/Sgt., U. S. Army
1943 Weiss, Irving M., Worcester, Mass.

In Chemistry

During the last fifteen years graduate students in the field of chemistry have carried on research work leading to higher degrees largely in the field of Organic Chemistry, under the direction of Dr. William H. Warren and after his retirement under the direction of Dr. Jesse E. Bullock. Organic Chemistry has proved to be a very fruitful field at present and several Clark men, trained in chemistry, are now working on photographic dyes, vitamins and plastics in such leading companies as Eastman Kodak, Standard Oil of New Jersey, American Cyanamid and du Pont Company. The head of the Department of Chemistry at Holy Cross College and the organic chemist of that institution received their graduate training at Clark. The Department of Chemistry has not supplied as many teachers as some of the other departments in the graduate division of the University and this is probably due to the great demand for research in the large industries and the much greater facilities for original investigations in those organizations.

The total number of candidates who have been awarded either the Doctor's or Master's degree in chemistry during the period covered by this report is shown in the table on page 94. Several of the men trained in Chemistry have gone into service. One we know is a Captain in the Army and another is a surgeon in the Navy. Many of them are working on research projects of a confidential nature.

The most important innovation in the department is the graduate seminar organized in 1937 which meets each Wednesday. This includes the department faculties of Worcester Polytechnic Institute and Holy Cross College. Each of the graduate men gives a paper twice a year before this group and the several faculty men participate. This gives our students invaluable experience in speaking and being able to defend a thesis against intelligent criticism.

During the last few years members in the chemistry staff have received special grants for industrial research. They have been carrying on with the help of graduate students an important project for the B. F. Goodrich Company and another for the Martin Dennis Company. This work is of a confidential nature because it is connected with the war effort.

There follows a list of those who have received higher degrees in the Department of Chemistry between the years 1921 and 1945:

Ph.D.

1921

Charles Buell Hurd, Union College, Schenectady, New York
Walter William Lucasse, University of Pennsylvania, Philadelphia
Edward H. Zeitfuchs, Chemical Engr., Standard Oil Company, Richmond, Calif.

1922

Conral Cleo Callis, Research Chemist
Herman Fletcher Kurtz, Bessie Taft College, Forsythe, Georgia

1923

Raphael Rosen, Research Chemist, Standard Oil Company, Elizabeth, N. J.
Allen Byron Stowe, Kalamazoo College, Michigan
Earle Forrester Whyte, Dominion Analyst, Halifax, Nova Scotia

1924

William Vyne Sessions
George Fletcher DesAutels
Willard N. Greer, Research Chemist

1934

Guy Scott Herrick, American Cyanamid Corporation, New Jersey

1935

Milan Adelbert Chapin, Jr., Intern, C.M.B. Hospital, Lewiston, Me.
Karl Chism Whitehouse, Calco Chem. Co., Bound Brook, N. J.

1936

Axel Verner Holmgren, Calco Chem. Co., South Bound Brook, N. J.
Ilmari Fritiof Salminen, Research Chemist, Vat Dyes, Bound Brook, N. J.

1938

Herman William Dorn, Captain, U. S. Army
Albert Philip Giraitis, Research Chemist, Standard Oil Co., Lindon, N. J.
John Paul Goulding, Research Chemist, Calco Div., American Cyanamid

1941

Francis Howard Bratton, Supervisor, General Chemical Company
Robert Ernest Brouillard, Research for Navy, Calco Div., American Cyanamid
Oscar Paul Cohen, S/Sgt., Chem. Lab. Co., U. S. Army
Bernard Kopelman, Research Chemist, Rare Metals Corp.

1942

Bernard Albert Fiekers, Chairman, Dept. of Chemistry, Holy Cross College
Edwin Thomas Mitchell, B. & B. Chemical Co., Cambridge, Mass.

1943

Olier Ludger Baril, Prof. of Organic Chemistry, Holy Cross College
Roscoe Sawtelle Smith, Production Works, Hercules Powder Co.

1944

Leo James Guay, Jesuit Missionary College, Baghdad

A.M.

1921

Gordon Warner Browne, Stoker Engineer & Sales Mgr., 390 Main Street, Worcester
Harold William Heiser, Research Chemist and Chem. Eng., Aluminum Co., East St. Louis, Ill.
Allen Byron Stowe, Professor of Chemistry, Kalamazoo College, Mich.

1922

George Everett Boylan, John Adams High School, New York, N. Y.
Israel Zelig Crock, Plant Engr., Western Electric Co., Boston, Mass.
George Fletcher DesAutels, Ph.D. List
Willard N. Greer, Ph.D. List
Ernest William Johnson, Chemist, Westfield, N. J.
Kenneth Hawley Knight, Chemist, Graton and Knight Co.

Joseph Kunin, Jamaica, N. Y.
William Henderson Ryer, High School, Conway, N. H.
Harold Manton Smith, Bureau of Mines, Petroleum Experiment Station, Barthsville, Okla.
Charles Cole Towne
Walter David Wood

1923

Edmund Gustave Eric Anderson, Professor, R. I. College of Pharmacy, Providence, R. I.
John David Forney
Laurence Standley Foster, Prof. of Chemistry, Brown Univ., Providence
Taichi Harada
Warren Charles Johnson, Assoc. Prof. of Chemistry, Univ. of Chicago, Chicago, Ill.
James Hugh Clement Loughrey
Stanley Enoch Rodgers, Jr., Blue Ridge College, New Windsor, Md.
John Patrick Schmucker, Roman Catholic Priest, St. Louis, Preparatory Seminary
Ralph Pray Seward, Prof. of Chemistry, Penn State College, State College, Pa.
Chester Hines Shiflet, Macalester College, St. Paul, Minn.

1924

Kenneth Smith Buxton, Washington College, Chesterton, Md.
Edward Seaton Carney
Arthur Bruce Morrison, Chemist, New York
Arthur Morrill Neal, Research Chemist, Du Pont de Nemours Co., Wilmington, Del.
John Adrian Ridderhof
Stanwood Bartlett Eugene Towne, Instructor of Chemistry, Bridgeport

1925

James Phillips Hannan, Teacher
Edmund Barber Towne, Rochester, N. Y.
Charles Bushnell Wooster, Research Chemist, Rohm & Haas, Philadelphia, Pa.

1926

John Henry Ferguson
George Roger Gladding, Manufacturer, Chester, Conn.
Leo A. Goldblatt, Erie Center, Univ. of Pittsburgh, Erie, Pa.

1927

Gustaf Harry Carlson, Worcester, Mass.
George A. Dawson, Stelton, N. J.
Iver Waldemar Fallstrom, Research Chemist, Hercules Powder Co., East Grenich, R. I.

1928

Henry Francis Eagan, Worcester, Mass.

Osborne Bailey Tabor, College of Business Administration, Boston, Mass.

1929

Ernest Gustaf Peterson, Research Chemist, Wilmington, Del.

John Michael Spadola, Patent Examiner, Patent Office, Washington, D. C.

Stanley Hartshorn Whiting, Research Chemist, American Cyanamid Co., Bound Brook, N. J.

Frank Woodman Wilder, Research Chemist, Va. Smelting Co., Portsmouth, Va.

1930

Reginald Arthur Briggs

Bernard Francis Duesel, Yonkers, N. Y.

Fred Paul Luvisi, Insurance Agent, Worcester, Mass.

Walter Grant Stewart, Prof. of Chemistry, Centenary Junior College, Hackettstown, N. J.

1931

Oscar Feinsilver, Physician, Worcester, Mass.

George Higginbottom, Belmont, Mass.

Frederick Marean Murdock, Chicopee Falls, Mass.

Harry David Solomon, Worcester, Mass.

Frank Edward Wilson, Research Chemist, G. J. Esselen, Inc., Boston, Mass.

1932

Wilfred R. Arick, Clerk, Long Island City, N. Y.

Marshall Gorham Clark, Research Chemist, Lever Bros. Co., Cambridge, Mass.

Guy Scott Herrick, Research Chemist, American Cyanamid Corp., Bound Brook, N. J.

Philip Alfred Klinglof, Worcester, Mass.

Martin Krutzky, Teacher, Grafton St. Junior H. S., Worcester, Mass.

Milton Samuel Sheftel, Research and Products Chemist, Worcester, Mass.

Elmer Lincoln Swett, Chemist, State Experiment Sta., Lawrence, Mass.

Harold David Weymouth, Research Chemist, Monsanto Chemical Co., Springfield, Mass.

1933

Milan Adelbert Chapin, Jr., Intern, C.M.B. Hospital, Lewiston, Me.

Sarkin Melkon Donabedian, Medford, Mass.

Axel Verner Holmgren, Chemist, Calco Chem. Co., South Bound Brook, N. J.

Wilho Mathias Salminen, Analytical Chemist, Eastman Kodak Co., Rochester, N. Y.

Vincent Martin Walsh, Products Metallurgist, American Steel & Wire Co., Worcester, Mass.

Karl Chism Whitehouse, Research Chemist, Calco Chem. Co., Bound Brook, N. J.

1934

Urho Korpi, Chemist, Givandau-Delawanna, Inc., Delawanna, N. J.

Toivo Matthews Laakso, Organic Research Chemist, Eastman Kodak Co., Rochester, N. Y.

Ilmari Fritiof Salminen, Research Chemist, Vat Dyes, Bound Brook, N. J.

Oliver Emil Sundberg, Gardner, Mass.

1935

Arthur Richard Backstrom, Organic Research Chemist, American Optical Co., Southbridge, Mass.

Frederick Edwart Petke, Research Chemist, Calco Chem. Co., Bound Brook, N. J.

George Paul Sullivan, Worcester, Mass.

1936

Robert John Anicetti, Research Chemist, Cohart, Refractories Co., Inc., Louisville, Ky.

Herman William Dorn, Ph.D. List

Albert Philip Giraitis, Research Chemist, Standard Oil Co. of N. J., Cranford, N. J.

John Paul Goulding, Leicester, Mass.

Marion Jeannette Sears (Mrs. Axel V. Holmgren)

1937

George Francis Lisk, Research Chemist, Buffalo, N. Y.

James Joseph Scanlon, Chemist, American Chicle Co., Long Island City, N. Y.

1938

Francis Howard Bratton, Elkton, Md.

Thomas Lloyd Fletcher, Ames, Iowa

1939

Robert E. Brouillard, Northbridge, Mass.

Oscar Paul Cohen, Dorchester, Mass.

Hubert Morton Cole, Jr., Research Chemist, Gen. Foods Corp., Springfield, Mass.

Bernard Kopelman, Dorchester, Mass.

Milton Eugene Madorsky, Springfield, Mass.

Arthur Stanley Wilder, Worcester, Mass.

1940

Richard Blazo Martin, Lt. (s.g.) U. S. Navy

1942

Paul Fram, Lt., Signal Corps, U. S. Army

1943

Walter Lawrence Foy, Ensign, U. S. Navy
Earl Graves Jackson, Ensign, U. S. Navy
Martin Henry Little, Graduate Student, Clark University

1944

Wilbert Jeptha Humphlett, Ensign, U. S. Navy
Leo William Ziemlak, Graduate Student, Clark University

In Economics and Sociology

This Department has carried a heavy load of instructional work in both the undergraduate and graduate divisions of the University. There have been many changes in the personnel of the staff as shown in the complete list of faculty members during the period 1921 to 1945. The Department has also supervised the opening and development of the Division of Business Administration. During the present war period three of the regular members of that staff, Professor James A. Maxwell, Professor Arthur F. Lucas, and Professor Eugene Melder, have been granted leaves of absence for war service. Their war services and leaves of absence are referred to elsewhere in this report.

The following graduate degrees have been awarded in the Department of Economics and Sociology during the period under consideration:

PH.D.

1923

Dexter, Robert C., American Unitarian Association

1927

Heath, Charles O., Hofstra College
Ku, Te Ming, National University, China

1932

Ruedi, Oreen M., Randolph-Macon Women's College

1935

Croteau, John T., St. Dunstan's Univ. and Prince of Wales College, Canada
Ishii, Ryoichi (Aoki), Southern Manchuria R.R. Company

1937

Hayward, Harold M., Marshall College
Oak, Vishnu V., Wilberforce University

1938

Kinsella, Thomas, New York State College for Teachers
    O.P.A., Washington, D. C.

1939

Matchett, Gerald J., Indiana University
    O.P.A., Washington, D. C.
Wilson, Walter C., Teachers College of Connecticut

1941

Dahl, Randle Edwin, Fenn College
    Bureau of Labor Statistics, Cleveland, Ohio

1942

Gregory, Paul M., William and Mary College
Marburg, Theodore F., University of Nebraska
    Bureau of Labor Statistics

1943

Kling, William, Agricultural Economist, Washington, D. C.

A.M.

1922

Cheney, Ralph L., Retired
Davis, George T., teacher
Gould, Joseph S., University of Delaware
Kirkpatrick, Clifford, University of Minnesota
Smith, Mary Alice, Rogers Hall, Lowell

1923

LaFleur, Albert
Torigoye, Kazutaro

1924

Nuki, Denmatsu, Director Cotton Mfg. Assoc., Osaka-Fu, Japan
White, Lester P., Minister, Methodist Church, Cutchogue, L. I.
    Chaplains School, Harvard University

1925

Su, Lee, Yien Yieh Commercial Bank, Nanking, China
    Director of Union Trust Company

1926

Donoghue, Cornelius S., Fitchburg State Teachers College
Doherty, Richard P., Boston University

1928

Crawford, Harold H.
Lloyd, George W., Mt. Vernon Seminary, Washington, D. C.
Anderson, Sven A., Rensselaer Polytechnic Institute
Baxter, John F., Attorney, Worcester
Bell, Ruth Estella, Florida State College

1929

Andress, Allen E., Hiram College
Coty, Everett W., Parole Officer
Dymond, Emily (Anderson), Worcester
Garnsey, Morris E., University of Colorado
Schwieger, Albert J., Professor, Worcester Polytechnic Inst.—Lt. USNR
Swan, Paul Richard, Prof. of English and Director of Personnel Activities, W.P.I.
Vinal, Ella L., Scituate High School

1930

Hackett, Freeman K., Gordon College of Theology
Haines, George H., Miami University, Ohio
Thomas, Raymond C.
Turbeville, Harry E.
Dumas, Theodore E., Junior High School, Leominster

1931

Abelsky, Michael, Federal Government
Bortz, Nelson M., Bureau of Labor Statistics, U. S. Dept. of Labor
Kidder, Mattie L., Portland, Maine Art Sschool
Kinsella, Thomas, Ph.D. List
Carlson, Albert S., Dartmouth College

1932

Brissette, Armand J., Jr., National Association of Manufacturers
Croteau, John T., Ph.D. List
Valles, Ada S. Glickman, Mexico
Houston, Charles E.
Johnson, Walter L., Deceased

1933

Dahl, Randle E., Ph.D. List
Durham, Walter A., Jr., Economic Adviser for lumber company

Groderg, Emil H., O.C.I.
O'Donnell, Eleanor M.
Slopak, Abraham, Director of Leather Craft Guild of America
Somers, William H., Production Manager
Sweeney, Eugene, M., State Employment Service, Fitchburg
Wilson, Walter C., Ph.D. List
Hines, Anna Gertrude, Deceased
Neary, Michael T., Millbury High School—Capt. U. S. Army

1934

Collins, Fred J., University of Nevada
Kaufman, Edith R.
Lotven, Jacob, Bureau of Labor Statistics
Stevens, Frank P., Worcester School Department

1935

Cole, Robert C., Worcester Boys' Club
Crane, Lloyd E., Waitsville, Vt., High School
Fitzgerald, Harold J., Accountant
Johnson, Charles F., O.C.I.
Matchett, Gerald J., Ph.D. List
Green, Frances, Shrewsbury, Mass.

1936

Gibson, William M., Minister
Hargreaves, Herbert W., Duke University—U. S. Army
Hirsohn, Sidney, United Charities of Chicago
Michelson, Goldie C.
Walker, Paul R., Minister
McGrail, James J., Attorney

1937

Lavine, Hymen, Boylston, Mass.
Lotz, William A., Director, YMCA Schools, New York City
McGuire, John A., Norwich University
Marburg, Theodore F., Ph.D. List
Pepin, John L., Hamline University

1938

Hammond, Merle W., In business
Porter, David, Lt., U. S. Army
Sheedy, Eleanor, Lawyer, Worcester

1939

Arnold, Samuel L., Wage and Hour Division
Barber, Edward L., Iowa State College

Goldberg, Paul M., Ph.D. List
Heimo, Marcel
Wilson, Harper H., U. S. Navy

1940

Balcom, Margaret (Newell), O.P.A., Washington, D. C.
Cook, Anastasia (Leightizer), Harvard University
Kopelman, Vera J. (Wantman), National Bureau of Economic Research, New York
Taylor, Frank A., Major, U. S. Army

1941

Barber, Clarence L., Canadian Armed Forces
Bradshaw, Marie T., W.P.B., Washington, D. C.
Duffy, James L., S.J., Holy Cross College
Hill, Helen Elizabeth, Teachers
Hurwitz, Louis S., O.P.A., Boston, Mass.

1942

Buzzell, Rowena M., Board of Investigation and Research, Washington, D. C.
Eaton, Robert H., Accountant
Kleine, Herman, Lt., U. S. Army
McNamara, Kathryn J., Economic Analyst, Pittsburgh, Penna.
Pospisil, Helen B.
Seitzer, Lee, War Manpower Commission
Ritacco, Frank E., U. S. Army Air Corps (missing in action)

1943

Emerson, Philip E., U. S. Navy
Diaz, Manuel O., University of Puerto Rico

In History and International Relations

Throughout the period of the present administration this Department has offered a large amount of instructional work in both the college and graduate division of the University. Dr. George H. Blakeslee, who has served as Chairman of this Department, has been called upon to serve in the Department of State and on one occasion sent to the Orient as a member of the Lord Lytton Commission. He made extensive travels in the Pacific Ocean area on behalf of the Carnegie Foundation for International Peace. At present he is on leave of absence doing research work for the State Department. His absence as well as that of Professor H. Donaldson Jordan and Professor Dwight E. Lee for war service are referred to elsewhere in this report. Assistant Professor Edwin C. Rozwenc has been awarded a fellowship by the Vermont Historical Society for the purpose of studying Vermont agricultural history. He is engaged in that investigation at the present time.

The graduate degrees awarded in History and International Relations from 1921 to 1945 are as follows:

PH.D.

1922

Cutler, Frederick M., Mass. State College, Amerst, Mass.

1923

Keenleyside, Hugh L., Department of External Affairs, Canada
Fish, Andrew, University of Oregon
Dexter, Elizabeth A.
Sherman, William R., Field Representative—War Service Program

1924

Auchampaugh, Phillip G., Research Tech., Washington, D. C.
Morse, Laura L., Deceased

1925

Smith, Sherman M.
Schwenning, Gustav T., Univ. of No. Carolina, Chapel Hill, N. C.

1927

Allen, Mary K.
Armitage, Frank Guy, Canadian YMCA Supervisor with Armed Forces
Farnsworth, Albert, Worcester State Teachers College
Morrow, Curtis H., Colby College, Waterville, Me.

1928

Meyer, Leo J., New York University

1929

Cross, Hartley W., Springfield College
MacGregor, Rob Roy, Southwestern College, Kansas
Tupper, Eleanor (Bjorkoe), Endicott Junior College

1930

Perkins, Ernest R., Department of State

1931

Hicks, Charles R., University of Nevada

1932

Kendall, Gerald M., Minister

1933

Edman, Victor R., President, Wheaton College
Haines, Charles G., Syracuse University
Heath, Herschel
Levine, Robert
Morrison, Hugh Mackenzie, Vancouver, Canada
Stewart, Mary E.
Winslow, Guy H., Worcester State Teachers College

1934

Corey, Albert B., New York State Historian
Holdcamper, Forrest R., National Archives

1936

Blake, Nelson M., Syracuse University
Wells, Katherine Allen (Powell)

1937

McReynolds, George E., University of Maine—Lt. (j.g.) USNR
Stavrianos, Leften S., Smith College—Office of Strategic Services

1938

Hoag, Charles L., Market research
Keenlyside, William M., Vancouver, Canada

1939

Coddington, Edwin B., Teachers College of Connecticut
Inman, Walter G., Stephens College—Lt. (j.g.) USNR
Pogue, Forrest C., Jr., Sgt., U. S. Army

1940

Miller, Eugene H., Ursinus College
Miller, Jessie Ashworth

1941

Bartimo, Kathryn D. Toomey, Department of State
McAleer, William
York, Robert M., U. S. Navy

1942

Fifield, Russell H., Department of State
Norman, John, Syracuse University—Office of Strategic Services

1943

Plischke, Elmer O. A., Lt. (j.g.) USNR

A.M.

1921

Barr, William J.
Cooper, Robert U., Physician
Dunn, Gustus A., Minister
Farnsworth, Albert, Ph.D. List
Himmer, William C., Deceased
Keenleyside, Hugh L., Ph.D. List
Leonard, Clinton S., Department of Health, Scarsdale, N. Y.
Nelson, Ernest W.
Perkins, Ernest R., Ph.D. List
Ross, Burgess B.
Ross, Hallie L. Snider
Schwenning, Gustav T., Ph.D. List
Uchiyama, Genechi

1922

Conklin, Robert J.
Erickson, Emil, Teacher
Jones, Sarah E.
Landry, Paul E., Vice-President Sherrard Hotels
Landry, Philip R., Lt., USNR
Lindley, Charles A.
Nelson, Arthur J., South H. S., Worcester, Mass.
O'Leary, John B., H. S. of Commerce, Worcester, Mass.
Peardon, Thomas P., Barnard College, Columbia
Shannon, Luke E., Junior College, Highland Park, Ill.
Wuorinen, John H., Columbia University

1923

Armitage, Frank Guy, Ph.D. List
Cockroft, Grace A., Skidmore College
Foley, Harriet A.
Ford, John V., Norwich University, Norwich, Vt.
Imlah, James A. H., Tufts College
Kalijarvi, Thorsten W. V., University of New Hampshire
Machlan, Louis O.
Melican, James P., Fordham Prep. School, New York
Mullette, Charles F., University of Missouri
Partridge, Allen Baker, Univ. of N. H., Durham, N. H.
Piper, Lewis H., High School, Manchester, Conn.
Ratigan, John E., Major, U. S. Army Cambridge St. School, Worcester
Russell, Joseph F.

1924

Caase, Emilie C., Worcester, Mass.
Farrington, Wendell F.
Cross, Hartley W., Ph.D. List
Grey, Robert M., Minister, Woburn, Mass.
Handy, LeRoy M., South H. S., Worcester, Mass.
Mountain, Harold A., Exc. Asst., Castle & Cook Lim., Honolulu, Hawaii
Winslow, Guy H., Ph.D. List

1925

Allen, Mary K., Ph.D. List
Barbosa, Pilar, University of Puerto Rico
Gates, Paul W., Cornell University
Kirk, Grayson L., Columbia University—Department of State

Landin, Harold W., Ohio State U.
Libby, Paul O., Commercial H. S., New Haven, Conn.
Tinsley, William W., Arizona State Teachers College, Flagstaff
Williams, John L., North H. S., Worcester, Mass.

1926

Cowdell, Lillian F.
Foley, Gardner P. H., Univ. of Md.
Hickman, Elizabeth L., Hollins College, Hollins, Va.
Jodrey, Viola
Lagoudakis, Charilaos, O.W.I., Washington, D. C.
McKelvey, Blake F., City Historian, Rochester, N. Y.
Patchett, Howard G.

1927

Bannister, Lois A. (Merk)
Bergman, Carl J.
Bowden, Harvey F., High School, Gardner, Mass.
Breen, Thomas A., H. S. of Commerce, Worcester
Heath, Herschel, Ph.D. List
Howard, Palmer P., Sn. H. S., New Britain, Conn.
Lamb, Wallace W., Prin., Bollon Landing, N. Y.
Loewenberg, Bert J., Sarah Lawrence College
Merriam, George H., Deceased
Mitchell, Margaret M. (Spector)
Paige, Mildred M.
Shalloo, Jeremiah P., University of Pennsylvania
Tupper, Eleanor (Bjorkoe), Ph.D. List

1928

Carey, Gertrude M., Sn. H. S., Marlboro, Mass.
Haines, Charles G., Ph.D. List
Hidy, Ralph W., Lt. Comdr., USNR—Wheaton College
Hogan, Frances H.
Holmes, Kenneth B., Green Mt. Jr. College, Poultney, Vt.
Wagenhauser, Muriel E. (Hidy), Wheaton College

1929

Baralt, Jose Lopez, Attorney
Conrad, Harold E.
Cove, Joseph E., Lt. Col., U. S. Army
Dix, Charles T.
Healey, Josephine E., Worcester Classical H. S.
Jefts, Lillian
Lindley, Lester C., Green Mt. Jr. College, Poultney, Vt.
Wheeler, Alfred H.

1930

Ashworth, Jessie (Miller), Ph.D. List
Blackwell, George L.
Bland, Isadore C., Manufacturer
Chapin, Lucy E.
Edman, Victor R., Ph.D. List
Grace, Sydney, Physician—Lt., U. S. Army
Kendall, Gerald M., Ph.D. List
Kinniery, Honora E.
Kennedy, Melvin D., Atlanta College
Laing, Lionel H., William and Mary College
Lundgren, Evelyn C., Worcester H. S. of Commerce

Powell, Katherine A. (Wells), Ph.D. List
Sherman, David, Rabbi
Snape, Thelma L., Camden H. S., N. J.
Strasburg, Frederick R., Deceased

1931

Bergin, John A.
Laakso, Eino F.
Levine, Robert, Ph.D. List
Moore, Jonathan F.
Morrison, Hugh Mackenzie, Ph.D. List
O'Donnell, Mary A.
Rutter, Emily Tarbell (Willauer)
Van Der Voort, John L., H. S., Glen Falls, N. Y.
Weeden, Clarice J., H. S., West Bridgewater, Mass.
Wiel, Theodore A., American International College
Willauer, Philip, Lawyer—Lt., USNR

1932

Ambrose, Michael J.
Colorado, Antonio J.
Dearth, John A.
Edwards, John E.
MacKnight, Jesse M., Analyst, Department of Justice
Poulin, Eva A.
Richard, Dorothy E., Lt. (j.g.) WAVES
Riley, Stephen T., U. S. Army
Shapiro, Louis E.
Wilson, Idele L.

1933

Adams, Dorothy
Berengarten, Sidney, Lt., U. S. Army
Cohen, Fannie B.
Collins, Gertrude R.
Franklin, Gladys
Henderson, Mildred A.
McPherson, George S., In business
Shaw, William P., Worcester Academy—U. S. Army
Shea, Joseph M.
Thompson, Tillie M.
Seligson, Isaac, Social worker
Shipman, Fred Waldo, Librarian, Roosevelt Library, Hyde Park, N. Y.

1934

Inman, Walter G., Ph.D. List
Miller, Eugene Herbert, Ph.D. List
Stavrianos, Leften S., Ph.D. List
Tobin, Irwin M., Rhode Island College—O.W.I.
Brearley, Robert G., Worc. H. S. of Commerce
Duprey, Dorothea M.
King, Willis L., Emmanuel Missionary College
Mulvey, George, Deceased
Ryan, Philip E., Worcester Vocational School
Tangney, Robert A., Government Service

1935

Burns, Kathleen M., Millbury High School
Coddington, Edwin B., Ph.D. List
Cotton, Lois A.
Keenlyside, William M., Ph.D. List
Lynch, George F.
Russell, William F.
Schreiber, Alfred F.
Mahoney, Marie P., Bridgewater State Teachers College

1936

Brown, Barbara (Barnett)
Dooley, Norma A., Teacher, Marlboro, Mass.
Hunter, Thomas M., Barrister-solicitor
Levenson, Samuel, Teacher—U. S. Army
Studley, Lois A., Teacher in Puerto Rico
Parmiter, Charles A., Jr., Minister

1937

Armstrong, Lorna G. (Clark)
Belk, Bettie J., National Board, YWCA
Manzini, Raimondo C., Italian Consular Service
Schermerhorn, Lloyd A., U. S. Navy
Whittet, Helen S., Bradford Academy, Bradford, V.
Aizenstat, Harry N., Springfield Armory
Feingold, Joseph H.
Varg, Paul A., Lt. (j.g.) USNR

1938

Beaven, Winton H., Union College
Hadsel, Fred L., Jr., Lt., U. S. Army
Hansen, Robert E., Lt. (j.g.) USNR
Hatt, Mary Geraldine, Red Cross in France
Kohne, John T., Lt., USNR
Bartimo, Kathryn D. Toomey, Ph.D. List
York, Robert M., Ph.D. List
Bridge, Elizabeth G., Windsor Conn. High School
Cicak, Robert R., Lt., U. S. Army
Dillon, Lucile A.
Gray, Elizabeth M.
Mitchell, Rosemary, Marlboro High School

1939

Baharian, Bedros, Minister
Bingley, Howard O., In service
Booth, George E., Jr.
Good, Virginia L. Derr
Goff, Joseph N.
Irwin, William
Krug, Louis A., Principal, Junior High School, Collegeville, Pa.
Millen, Donald N., Asst. Mgr. State Theatre, Endicott, N. Y.
Newberry, Wilberta E. (Macfarlane), Middlebury College, Vermont
Stirling, William L., Lt. in Canadian Army
Bailey, Sidney Phillips
Ford, Catherine E., Grafton H. S.
Shwadran, Benjamin, Rabbi

1940

Clark, Francis G., Mercer County Fed. of YMCA, New Jersey
Dillon, Helen E.
Erskine, John C., Captain, USMCR
Fifield, Russell H., Ph.D. List
Goodwin, Ralph R.
Hensel, Joan E., American Red Cross in England
Macaulay, Archie M.
Masoomian, Mary C., Worcester School Dept.—Ensign, WAVES
Penley, Geneva H., Librarian, Spaulding High School, Rochester, N. Y.
Yeomans, William L., Lt., U. S. Army
Menter, Yetta, Teacher, Westwood, New Jersey

1941

Brown, Dorothy L.
Cheatham, Jennie L.
Clarahan, Jean W. (Bratton)
De Bartolo, Marie V., Jones Junior High School, Hartford, Conn.
Fenner, Harold L., Principal, Classical High School, Worcester
Johnson, Donald E., U. S. Army
Sage, Walter D., Narrator, Hist. Sect., N.D.H.Q., Canada
Newfield, Lillian E. (Schultz)
Shannon, John J.

1942

History and International Relations

DeMar, Gilbert V., U. S. Army
Hansen, Doris V.
London, Lena, Cand. for Ph.D., Clark University
Reiner, Herbert, Jr., U. S. Navy

International Affairs

Armerding, Hudson T., Ensign, USNR
Baskin, Myron A., S/Sgt., U. S. Army
Deitzler, Richard P., Lt., USNR
Elliot, George F., U. S. Army
Kallstrom, Raymond D., U. S. Army
Murray, Arlene T., College of William and Mary

1943

History and International Relations

Delk, Robert C., University of Wisconsin

International Affairs

Rowan, Mary Josephine (Robinson), Canada

1944

History and International Relations

Crowe, Alice H., Signal Corps, Washington, D. C.
Crecraft, Lillian (Kochenderfer)
Dunning, Alice Ethel (Langley), Stanford University

In Physics

During the administrative period under consideration the members of our Department of Physics have been in their research work primarily engaged in problems pertaining to radio and multiple projection rockets. Dr. Robert H. Goddard, so long a member of that staff, has given a great deal of time to experimental work on the rocket. Nearly $200,000 have been received from the Guggenheim Foundation for the promotion of such studies. Financial contributions have also been received from the Smithsonian Institution and the Carnegie Institution of Washington, D. C. In addition the University has from time to time appropriated funds for the promotion of that research. For a number of years Dr. Goddard maintained a laboratory near Roswell, New Mexico, where experimental flights with rockets could be safely conducted. With the opening of the present war the United States Navy called upon Dr. Goddard and his entire staff for services and the group was transferred with equipment to Annapolis where they are at present working under the auspices of the Navy on problems pertaining to the jet propulsion engines.

For several years the Physics Department has maintained close cooperation with the Mathematics Department and assisted in the instructional work of the College.

In 1944 a comprehensive study was made of "Undergraduate Origins of American Physicists" in 497 institutions listed by the American Council of Education. In this study Clark stands in the upper quarter of the group that had produced outstanding physicists and 66 per cent of the institutions listed did not have a single graduate who was so listed in *American Men of Science.*

During the years 1921 to 1945 the following graduate degrees have been awarded in the Department of Physics:

PH.D.

1922	Hickman, Clarence N., Bell Telephone Laboratories
1927	Roope, Percy M., Clark University
1928	Eksergian, Rupen, E. I. DuPont de Nemours
1934	Erickson, Albert C., Deceased

A.M.

1923	Rice, George E., Tougaloo College
1924	Higgins, Donald E., Physician
1924	Riffolt, Nils A., Naval Proving Ground, Dahlgren, Va.
1924	Roope, Percy M., Clark University
1925	Hastings, Russell B., Macalester College
1926	Sleeper, Lewis S., Bristol Instrument Company
1927	Brenner, Clyde F., Bell Telephone Laboratories
1928	Dow, Richard B., State College, Pennsylvania, Research, Aberdeen, Md.
1930	Blomstrom, Lillian S., Worcester School Department
1930	Boyle, Thomas E., Worcester School Department
1931	Erickson, Albert C., Deceased
1931	Mansur, Lawrence C., Radiation Laboratory, Massachusetts Institute of Technology
1935	Denmark, Hyman S., Insulation Laboratory, Massachusetts Institute of Technology
1936	Arenberg, David L., Meteorologist
1937	Castaldi, Basilio, Worcester School Department, Capt., U. S. Air Corps, Meteorologist

In Psychology

Following the pioneer work of G. Stanley Hall a consistent policy has been followed of stimulating a spirit of cooperation between psychology and education at Clark. The natural relationship between these disciplines was featured in Hall's day by the emphasis placed on child study and mental hygiene. In more recent years these same emphases have remained and become more specialized under such terms as educational psychology, guidance, genetic psychology, personality, and abnormal psychology. In addition to these areas of emphasis experimental psychology has been stressed both at the undergraduate and graduate levels, and a well equipped laboratory has been maintained.

The number of graduate degrees conferred in the fields of psychology and education is shown on the table published on page 000. The number of graduates of the department known to have served in uniform in the war effort is 25. Of these 17 are commissioned officers. One member of the staff, Dr. Donald Super, volunteered at the outbreak of the war and has made important contributions in the psychological testing and in the training of recruits in the Army Air Corps. His present rank is Captain. Another member of the staff, Dr. Robert Brown, has participated in two psychological research projects under the National Defense Research Committee. Under urgent requests for his specialized services he was granted half-year leaves of absence on two occasions for secret work applied to the war effort.

Guidance work both for students in the college and as a service of the University to high schools in Worcester County has been a popular contribution of the department. Several guidance conferences sponsored for educators and for employers of youth were planned and sponsored by the department. These were well attended and, insofar as could be judged, they were successful in enhancing the understanding of the psychological factors in guidance and vocational selection.

Interest of one of the national foundations in research activities of the department was shown by two grants in support of reasearch into the psychological factors in character and citizenship development of children and adolescents by Dr. Vernon Jones. The book embodying the results of this research was one of the five books receiving citations for "outstanding contributions" from the American Educational Research Association in 1940.

There follows a list of those who have received higher degrees in psychology and education between the years 1921 and 1945:

PH.D.

NAME	ACADEMIC POSITION	MILITARY OR GOVT. SERVICE
	1921	
Pratt, Carroll C.	Rutgers University	
Yokoyama, Matsusaburo		
	1922	
Coe, George A. (Edu.)	State College, Pulman, Wash.	
	1923	
Richards-Nash, Mrs. Albertine	Tiburon, California	
Fryer, Henry D.	New York University	
Rikimaru, Ji-Yen (Edu.)	Imperial University, Tokyo	
	1925	
Dickinson, Charles A.	University of Maine	
Ridgely, Douglas C. (Edu.)	Bloomington, Illinois	
	1926	
Meenes, Max	Howard University	
Roy, Satyananda	Deceased	
	1927	
Gilbert, Ralph W.	New York University	
Liggett, John R.	Univerity of California (deceased)	
Nafe, Robert W.		
	1928	
Geldard, Frank A.	University of Virginia	Lt. Col.—Army Air Corps
	1929	
Ewert, P. Harry	Deceased	
Harden, Luberta (McCabe)	Cambridge, Mass.	
Johannsen, Dorothea (Crook)	Skidmore College	

NAME	ACADEMIC POSITION	MILITARY OR GOVT. SERVICE
	1930	
Crook, Mason N.	Skidmore College	
Dennis, Wayne	University of Louisiana	
Gellerman, Louis W.	Illinois State Normal University	
Graham, Clarence H.	Brown University	Government Service—part-time
Leeper, Robert	University of Oregon	
Munn, Norman L.	Vanderbilt University	
	1932	
Hudgins, Clarence V.	Clarke School, Northampton, Mass.	
	1933	
Casper, Barry	Tennessee Valley Authority	Government Service
	1934	
Karn, Harry W.	University of Pittsburgh	Lt. USNR
Kemp, Edward H.	Duke University	Capt. Army Air Corps
	1935	
Beitel, Robert J.	Dartmouth Medical School	
Brown, Robert H.	Clark University	
Neet, Claude C.	Massachusetts State College	
Smith, J. Roy	Neuro-surgeon, New York	Lt. Army Medical Corps
	1936	
Riggs, Loren A.	Brown University	
	1940	
Page, Howard E.	Amherst College	Major U. S. Army
	1941	
Warren, Arthur B.	Harvard University	Government Service
	1942	
Niven, Jorma I.	Harvard University	Government Service
Older, Harry J.	Washington, D. C.	Lt. USNR

NAME	ACADEMIC POSITION	MILITARY OR GOVT. SERVICE
Sarason, Seymour B.	Southbury Training School, Conn.	
Spoerl, Mrs. Dorothy T.	American International College	
	A.M.	
	1921	
Tararka, Isawo (Edu.)	Oakland, California	
Williams, C. Isadora		
	1922	
Dickinson, Charles W.	University of Maine	
Florh, Earl W.		
MacDonald, Malcolm K.		
Moller, Elizabeth F.	Sweet Briar College	
Rizzolo, Attilio M.	Newark, New Jersey	
Tinker, Miles A.	University of Minnesota	
Banks, Dwight S. (Edu.)	Missionary in India	
House, Howard H. (Edu.)	State College, Washington	
McLeod, Alexander B. (Edu.)	Deceased	
Maher, Ellen A. (Edu.)	Worcester Schools	
Saunders, Margaret J.		
	1923	
Crumley, Martha M.		
Guyton, Homer W.	Boonsboro, Maine	
Nice, Margaret M.		
Pucillo, John	Newark, New Jersey	
Eastwood, Floyd R. (Edu.)	Purdue University	
Fahl, Rudolph (Edu.)	Denver, Colorado	

NAME	ACADEMIC POSITION	MILITARY OR GOVT. SERVICE
Horton, Clifford E. (Edu.)	State Normal Univ., Illinois	
Husbands, Leroy C. (Edu.)	Chicago, Illinois	
O'Leary, Ellen J. (Edu.)	Ethical Culture School, N. Y.	
Osborne, William T. (Edu.)	Arcadia University, Canada	
Mitchell, Ralph W. (Edu.)	Merom, Indiana	
	1924	
Howell, Edna V.	Bedford, Indiana	
Lloyd, Frank S.	New York University	
Chen, Jason H. (Edu.)		
Coulson, Almira G. (Edu.)	Deceased	
Engleman, Harry A. (Edu.)	New Providence, N. J.	
Mack, Harry E. (Edu.)	Supt. of Schools, Leicester, Mass.	
Perlmutter, Nucia (Edu.)	Int. Inst., Columbia University	
Carlson, Harry G. (Edu.)	University of Colorado	
	1925	
Johnson, Emil	Clergyman, Worcester, Mass.	
Burfield, Helen S.		
Gilbert, Ralph W.	New York University	
Nafe, Robert W., Ph.D. List		
Pooler, Priscilla A.	Ware, Mass.	
Carlson, C. William (Edu.)	Clergyman, Worcester, Mass.	
Herbert, Rose (Edu.)	Deceased	
Matthews, Marietta (Edu.)	Worcester School Dept.	
Suvoong, Thomas H. (Edu.)		
	1926	
Ducker, Karl		

NAME	ACADEMIC POSITION	MILITARY OR GOVT. SERVICE
Geldard, Frank A., Ph.D. List		
Liggett, John R.		
Harden, Luberta (McCabe)	Cambridge, Mass.	
Aleck, Adolph W. (Edu.)	State Normal School, Castleton, Vt.	
Cowell, Charles C. (Edu.)		
	1927	
Johannsen, Dorothea (Crook)	Skidmore College	
Peterson, Alice H.	Victory Mills, N. Y.	
Sullivan, Catherine E.	New York, N. Y.	
	1928	
Collamore, Edna A. (Edu.)	Worcester Schools (retired)	
Crook, Mason N.	Skidmore College	
Dennis, Wayne, Ph.D. List		
Graham, Clarence H., Ph.D. List		
Leeper, Robert W.	University of Oregon	
Munn, Norman L.	Vanderbilt University	
Stone, Robert	N. J. State Hospital, Marlboro, N. J.	
	1929	
Silverman, Yetta	Ethical Culture School, New York	
Goldman, Nathan	Lyman School, Westboro, Mass.	Lt. (j.g.) USNR
Olson, Dorothy (Leeper)	Eugene, Oregon	
	1931	
Becker, Florence		
Fishman, Edith E.	New York, N. Y.	
Ross, John W. H.	New Jersey	
	1932	
Beitel, Robert J.	Dartmouth Medical School	

NAME	ACADEMIC POSITION	MIITARY OR GOVT. SERVICE
Brown, Robert H.	Clark University	
Foraker, Elaine K. (Kemp)	Duke University	
Hall, Charlotte E.	Minneapolis School Dept.	
Newman, Sidney H.	Michigan State College	Lt. (j.g.) USCGR
Raffel, Gertrude	New Milford, Mass.	
Smith, J. Roy	Neuro-surgeon, New York	Lt. Army Medical Corps
Neet, Claude C.	Massachusetts State College	
Seckler, Pearl (Berkley)	Brooklyn, New York	
	1934	
Riggs, Loren A.	University of Vermont	Natl. Def. Res. Com.
	1935	
Goldman, Rosaline	Boston Psychopathic Hospital	
	1936	
Cook, Carolyn C.	Waban, Mass.	
Robinson, Doris R. (Riggs)	Burlington, Vermont	
Russell, Roger W.	Michigan State College	
	1937	
Brockwell, John J.		Sgt. U. S. Army
	1938	
Dolan, Mary Ann	Boston State Hospital	
Guest, Lester P.	Pennsylvania State College	
Humeston, Margaret (Hadidian)	Worcester State Hospital	
Page, Howard E.	Amherst College	Major U. S. Army
	1939	
Heller, Shirley	Brooklyn, New York	
Leffel, Elwood S.	Springfield, Ohio	

NAME	ACADEMIC POSITION	MILITARY OR GOVT. SERVICE
	1940	
Birrer, Ivan J.		Capt. U. S. Army
Feingold, Solomon N.	Boston Comm. for Refugees	
Feldman, Helene	Unemployment Comp. Department	
Sarason, Seymour B.	Southbury Training School, Conn.	
	1941	
Bernard, Jack	Samuel S. Fels Res. Inst.	
Bray, Douglas W.		U. S. Army
Ballou, Marjorie (Dolkart)	Chicago, Illinois	
Kroop, Esther (Sarason)	Southbury, Connecticut	
	1942	
Blum, Gerald S.		Sgt. Army Air Corps
	1943	
Korchin, Sheldon J.	Harvard University	
	1944	
Feldman, Eli M.	New York, N. Y.	
Gilman, Thelma T.	Brooklyn College	
Orinofsky, Florence	New York, N. Y.	
	M.A. IN EDUCATION	
	1937	
Arsenault, Philip E.	Worcester Schools	U. S. Army
Bieberbach, Phyllis M.	Worcester Schools	
Bryant, Gertrude M.	Worcester H. S. of Commerce	
Clifford, Timothy F.	Watertown H. S.	
Kennedy, Mary E.	Worcester Schools	
Laine, Iver	Melrose High School	

NAME	ACADEMIC POSITION	MILITARY OR GOVT. SERVICE
	1938	
Allen, Harold G.	South Barre High School	
Dawson, Leroy L.	Barre High School	
Hodgkins, Alfred S.	Worcester	
Lupien, David W., Jr.	Ludlow High School	
McGrail, Florence (Kemble)	Newport, R. I.	
Morris, Joycelin (Blackwood)	State Mutual Insurance Company	
Murphy, Anna L.	Worcester Schools	
Rosvall, Toivo D.		
Terio, Oiva A.	Stratford, Conn., H. S.	
Warren, Arthur B.	Harvard University	Government Service
Nugent, John J., Jr.	Auburn High School	Lt. U. S. Army
	1939	
Brown, Elinor (Erickson)	Worcester, Mass.	
Burton, Ethel S.	Boston University	
Damarjian, Aram	Moodus, Conn. High School	
Erickson, Irving P.	Worcester Schools	
Granger, Rocheleau Z.	Principal, Westminster School	
King, Mary F.	Worcester Schools	
Letendre, Donald H.	Spencer Schools	U. S. Army
McKenna, James W.	Worcester Schools	
Niven, Jorma I.	Harvard University	Government Service
Ortman, Joseph F.	California	
Berard, Theodore H.	Athol High School	
	1940	
Brophy, Dorothy A.	Dorchester, Mass.	
Carlson, Ralph L.	Worcester	Ensign USNR

NAME	ACADEMIC POSITION	MILITARY OR GOVT. SERVICE
Herrmann, William C.	Northboro, Mass.	Meteorologist, U. S. Air Corps
McInerny, James A.	Worcester	Lt. USNR
Nugent, Edward F.	Worcester	Lt. USMC
Roper, Sylvia (McInerny)	Southbridge High School	
Smart, Lynwode, N. L.	Worcester Schools	
White, William T.	Hamden, Conn. High School	
Tracy, Mary K.	Uxbridge High School	
	1941	
Bernstein, Benjamin		Lt. Army Air Corps
Burner, Richard M.	Barre Schools	
Curtis, Katrina E.	Vermont Jr. College	
Foley, John F.	Worcester	
Higginbottom, Arthur	Millbury High School	Ensign USNR
Horan, Lorraine	Worcester Schools	
Houle, Lawrence R.	Vocational School, Worcester	
Serijan, Kasper T.	Worcester Schools	
Shine, Mary F.	Worcester Schools	
Stead, Albert T.	Worcester Schools	
Steere, Howard C.	Worcester	Sgt. U. S. Army
	1942	
Edwards, Robert I.	Worcester Schools	
Garvey, Eleanor M.	Worcester Art Museum	
Haddad, William C.	Worcester Schools	
Hickey, Francis R.	Worcester Schools	
McHugh, Francis D.	Fall River High School	
O'Connell, William J.	Holy Cross College	
Solon, John J.		Lt. U. S. Army

NAME	ACADEMIC POSITION	MILITARY OR GOVT. SERVICE
	1943	
Burnham, Catherine A.	Shelburne, Mass.	Lt. (j.g.) WAVES
Carroll, Helen S.	Worcester Schools	
Derby, Elizabeth M.	No. Brookfield High School	Ensign SPARS
McCarthy, Bernard W.	Holy Cross College	
McGann, Mary E.	Worcester	
Cunningham, Ruth (Redican)	Worcester	
Salmon, Julia A.	Girls Trade School, Worcester	
	1944	
Mandeville, Kathryn B.	Worcester Schools	
Powers, Mary P.	Auburn High School	

Tuition

The policy at Clark inspired by the wishes of the founder of the University has been to keep the tuition charges and other fees just as low as possible consistent with the maintenance of a high standard of equipment and efficiency in the conduct of the institution.

In the Report of the Treasurer for the year ending August 31, 1920, the total tuition income from the graduate and collegiate departments was less than $10,000. At that time the tuition in the undergraduate and graduate schools was $100 for the regular academic year. When the Summer School was established an additional tuition charge was made for those in attendance during that session. The expenditures in the conduct of the university, the college and the library were about $180,000. This meant that the students in residence paid less than 6 per cent of what it cost the institution to provide the educational facilities available to them.

As the student enrollment increased, the amount received from tuition became much larger but the need of additional funds in order to provide adequately for an increase in the faculty as well as for the increasing cost in the maintenance of the University forced the administration to recommend increases in the tuition until in 1940 the tuition charge was $240 and that rate was maintained until the close of the academic year 1944-45. At no time have the students of this institution paid more than about one-fourth of what it has cost to provide the facilities which the University offered to them.

With the steady decrease in the rate of income on conservatively invested trust funds and the constant increase in the cost of maintaining the plant and in providing adequately for a staff which will insure the high standard of Clark University, we have recognized that another advance must be made and with the opening of the academic year 1945-46 the tuition charge to students will be $300.

With an enrollment of 200 in the Women's College and 300 men, which we hope for at the close of the present war, the 500 students will produce a tuition income of $150,000 and that will more nearly equal the proportion of general expenses which students are required to pay in other privately supported institutions. The only institutions in New England that can maintain a college with a tuition of less than $300 are supported by public taxes. Many of the colleges in New England are charging from $400 to $500 in tuition a year. A few others are charging $300, but no institution in New England providing for undergraduate work and graduate studies leading to the Doctor's degree is offering its facilities for so small a fee as we have established for the next academic year.

Student Activity Fee

The undergraduate students at Clark for many years maintained their extra-curricular activities by levying special assessments upon themselves at mass meetings but, each year, the class officers complained that it was virtually impossible to make 100 per cent of collections. They came to the Dean over and over again and begged him to force those who had not yet paid their assessment to do so before taking final examinations. Year after year this produced a very unpleasant and difficult situation. The students had serious problems in meeting the expenses for college publications, social affairs and their part in the promotion of intercollegiate athletic events. Finally, with a group of very able leaders in the student body taking the chief responsibility, there was a movement to have a standard assessment of $10 made each semester to cover all expenses of student extra-curricular activities. Each student was to receive a subscription to the college paper, tickets to the athletic contests, to most of the social events, and a copy of each yearbook published while he was in college. The students voted unanimously for this assessment, voted to have the University announce this charge in the catalogue as the regular fee for student activities, and to ask the University to collect it through the Office of the Bursar as all other fees are collected.

The student activity fund is turned over to a committee of the faculty and students for disbursement. The Treasurer of the University receives no part of this money. A member of the faculty, who is also an alumnus of the institution, has kept the accounts and the days of deficits, threatened suits from business houses, and complaints from parents have passed. The student affairs are now being conducted in a very businesslike way and the students have come to look upon this as a self-imposed tax which they must pay just as adults pay their taxes in the communities where they are living.

Post-War Planning Committee

In 1943, when plans for a period of reconstruction were engaging the attention of the faculties in most educational institutions in this country, we organized a Post-War Planning Committee. This was done with the cooperation of the trustees and consisted of a joint committee with three members of the Board of Trustees, three from the alumni, and eleven members of the faculty, chosen so that both the undergraduate and graduate divisions were represented. The committee spent more than a year on this task. Several visits were made to other institutions where similar committees were at work. Many leading educators were interviewed. Numerous sub-committee conferences were held. In January of 1945 a comprehensive report was presented to the Board of Trustees and a special meeting of that body was called at which the recommendations of the committee received careful consideration.

ATTENDANCE IN THE MEN'S COLLEGE

1920-1945

	1920-21*	1921-22*	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45
Freshmen	73	89	84	53	59	106	73	81	63	90	87	64	98	103	99	93	84	78	83	115	88	83	108	38	31
Sophomores	—	—	25	72	46	51	86	82	64	59	71	74	55	83	92	78	73	65	60	67	70	65	65	27	20
Juniors	57	59	51	21	54	35	42	59	57	47	48	63	70	49	67	63	63	67	57	52	53	50	35	7	17
Seniors	58	50	41	38	20	44	34	36	62	56	48	35	47	59	46	60	53	61	62	57	53	50	61	10	11
Total	188*	198*	201	184	179	236	235	258	246	252	254	236	270	294	304	294	273	271	262	291	264	248	269	82	79

*3 year course, 3 classes only

ATTENDANCE IN WOMEN'S COLLEGE
1942-1945

	1942-1943	1943-1944	1944-1945
Freshmen	50	49	53
Sophomores	11	36	46
Juniors	8	15	33
Seniors	4	17	15
Total	73	117	147

GRADUATE STUDENT ATTENDANCE
1920-1945

YEAR	NO. OF STUDENTS	YEAR	NO. OF STUDENTS
1920-21	54	1933-34	77
1921-22	101	1934-35	85
1922-23	94	1935-36	83
1923-24	70	1936-37	92
1924-25	71	1937-38	97
1925-26	71	1938-39	120
1926-27	74	1939-40	133
1927-28	70	1940-41	129
1928-29	71	1941-42	108
1929-30	68	1942-43	64
1930-31	68	1943-44	36
1931-32	81	1944-45	53
1932-33	95		

SPECIAL STUDENT ATTENDANCE
1920-1945

YEAR	NO. OF STUDENTS	YEAR	NO. OF STUDENTS
1920-21	36	1933-34	34
1921-22	63	1934-35	27
1922-23	84	1935-36	15
1923-24	43	1936-37	20
1924-25	47	1937-38	30
1925-26	69	1938-39	23
1926-27	48	1939-40	17
1927-28	50	1940-41	21
1928-29	22	1941-42	26
1929-30	22	1942-43	33
1930-31	9	1943-44	34
1931-32	21	1944-45	36
1932-33	18		

ATTENDANCE IN GRADUATE DEPARTMENTS

1920-1945

DEPARTMENT	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26	1926-27	1927-28	1928-29	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45
Biology	1	—	1	—	1	1	3	2	—	—	—	2	4	1	4	5	2	3	3	7	5	4	7	4	1
Chemistry	13	24	21	16	3	4	4	2	3	8	5	8	8	9	9	8	6	4	9	6	10	6	8	7	3
Economics and Sociology	—	—	—	2	7	—	4	8	13	11	10	14	16	10	16	19	7	7	7	6	12	8	3	—	1
Education*	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	28	27	36	49	40	33	12	7	18
Education and Social Hygiene	—	12	12	11	6	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Geography	1	11	16	12	19	23	21	28	20	18	23	22	30	25	22	19	25	29	32	28	26	18	19	4	18
History and Int. Relations	19	26	25	18	22	18	26	18	22	21	20	23	22	22	22	19	22	22	26	27	20	12	6	3	4
International Affairs	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	10	2	1	—
Mathematics	7	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Pedagogy	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Physics	—	3	3	2	2	3	1	1	2	4	1	—	1	1	1	1	2	—	—	—	—	—	—	—	—
Political and Social Science	—	11	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Psychology	6	10	11	9	11	11	15	11	11	6	9	12	14	9	11	12	—	5	7	10	15	17	7	10	8
Total	54	101	94	70	71	71	74	70	71	68	68	81	95	77	85	83	92	97	120	133	129	108	64	36	53

*Majority of students in Education are part-time students, taking one or two courses.

ATTENDANCE AT SUMMER SESSIONS
1921-1944

YEAR	NO. OF STUDENTS	YEAR	NO. OF STUDENTS
1921	192	1933	161
1922	179	1934	156
1923	135	1935	168
1924	142	1936	153
1925	142	1937	175
1926	214	1938	203
1927	223	1939	193
1928	215	1940	186
1929	161	1941	157
1930	218	1942	207*[1]
1931	297	1943	223
1932	202	1944	185

*Includes 22 students registered in War service Training Program.

[1] Beginning in the summer of 1942 a twelve-week summer term was adopted.

ATTENDANCE IN EXTENSION DIVISION
1926-1945

YEAR	NO. OF STUDENTS	YEAR	NO. OF STUDENTS
1926-27	69	1936-37	122
1927-28	104	1937-38	133
1928-29	190	1938-39	230
1929-30	280	1939-40	210
1930-31	182	1940-41	169
1931-32	185	1941-42	115
1932-33	148	1942-43	35
1933-34	130	1943-44	14
1934-35	155	1944-45	4
1935-36	144		

TOTAL ATTENDANCE IN ALL DIVISIONS WITH DUPLICATIONS ELIMINATED
1920-1945

YEAR	NO. OF STUDENTS	YEAR	NO. OF STUDENTS
1920-21	271	1933-34	652
1921-22	532	1934-35	680
1922-23	512	1935-36	661
1923-24	411	1936-37	620
1924-25	411	1937-38	653
1925-26	495	1938-39	779
1926-27	604	1939-40	779
1927-28	669	1940-41	728
1928-29	716	1941-42	610
1929-30	748	1942-43	572
1930-31	694	1943-44	411
1931-32	774	1944-45	411
1932-33	698		

The Alumni of Clark

There is no group of people on this earth to whom the welfare of Clark means more than it does to the Alumni. In 1920 the total number in the Alumni was 982. At present the total number of those holding degrees from Clark is nearly 2,700. The degrees granted, 1921-1945, are tabulated below:

During the present administration the Alumni Association has been notably strengthened by the services of Professor Robert S. Illingworth who has acted since 1931 as the Executive Secretary. To him a large amount of credit is due for the organization of alumni clubs in various cities. He has conducted alumni meetings in various parts of the country and endeavored in many other ways to keep the group posted and interested in their Alma Mater.

When the building program was inaugurated in the thirties the officers of the Alumni Association undertook the chief responsibility of raising funds for the new gymnasium and that building has been

DEGREES GRANTED BY CLARK UNIVERSITY

1921 through January 1945

DEGREE	1921	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	JAN. 45	Total
Honorary				2		2			1	4							7	3	5	2	8	5	3	3		45
Ph.D.	6	9	15	5	8	7	13	6	14	12	6	4	11	11	12	9	9	9	10	6	14	14	6	5		221
M.A.	22	51	40	34	32	31	36	31	27	37	35	33	42	30	23	29	28	31	32	27	32	34	15	13		745
M.A. in Ed																	6	11	12	9	11	7	7	2		65
A.B.	55	48	40	39	26	46	33	37	54	55	44	41	51	59	41	60	55	64	62	52	54	45	65	43	9	1178
B.Ed.			1	4	3	7	8	10	11	20	18	22	13	8	10	8	10	12	9	8	12	4	6	9		213
B.B.A.																							2	3		5
Total	83	108	96	84	69	93	90	84	107	128	103	100	117	108	86	106	115	130	130	104	131	109	104	78	9	2472

GRADUATE DEGREES GRANTED BY DEPARTMENTS

1921-1945

	Biology		Chemistry		Economics and Sociology[1]		Geography		History and International Relations		Mathematics[2]		Physics[3]		Psychology Education[4]		Education[5]		International Affairs[6]		Total University	
	PhD	AM	PhD	AM	PhD	AM	PhD	AM	PhD	AM	PhD	AM	PhD	AM	PhD	AM	PhD	AM	PhD	AM	PhD	AM
1921-30	1	3	12	49	3	29	32	65	18	101	—	6	4	10	22	34	3	27	—	—	95	324
1931-40	2	7	8	42	8	53	33	73	22	101	—	—	1	5	11	28	—	38	—	—	85	347
1941-45 (Jan.)	1	2	9	7	4	14	14	38	6	17	—	—	—	—	5	9	—	27	—	7	39	121
Total	4	12	29	98	15	96	79	176	46	219	—	6	5	15	38	71	3	92	—	7	219	792

[1] Until 1922 degrees granted only in Sociology, after that in the Department of Economics and Sociology.

[2] No PhD's or AM's after 1922.

[3] The Physics Department, because of reduced staff, has not accepted graduate students since 1941.

[4,5] Between 1921 and 1926, the Departments of Psychology and Education were separated, Education granting the Ph.D.; since 1926, they have been united in one department. The A.M. degree recorded under Education for 1931-45 is the "A.M. in Education", first awarded in 1937.

[6] A division in which the Department of Economics, Geography, and History collaborated beginning in 1941, virtually suspended since 1942.

dedicated as the Alumni Gymnasium. They secured contributions amounting to nearly $70,000 and most of that amount has been paid into the Treasury of the University and applied towards the expense of erecting the new building. That was the largest sum which the Alumni Association had ever, for one project, contributed to the institution. At an earlier time special contributions were solicited and secured toward the purchase of the athletic field, and in recognition of that aid the land purchased and improved for athletics is referred to as the Alumni Field. Each year a number of those who are in the Alumni body contribute to a fund for the maintenance of the Alumni Office and the publication of the *Alumni Bulletin.*

A very definite campaign of education should be undertaken through the Office of the Alumni Association leading to the contribution each year of a substantial "Loyalty Fund" for the maintenance of the university. Each alumnus should recognize a certain indebtedness to the institution and take pride in contributing toward the repayment of that as the years pass following graduation. While in residence no student has thus far paid more than about one-fourth of what it has cost to provide the educational facilities which he or she has enjoyed. Many have been granted scholarship aid and others in addition to scholarship aid have received generous fellowship awards. Most alumni bodies have become educated to appreciate the responsibility that they have toward their Alma Mater. Furthermore they should realize that they are known in their home communities by the college which they attended and they should appreciate that the welfare and prestige of their college or university is a real asset to them in their careers wherever they may be.

A living endowment produced by contributions made annually, even if they are not large, should amount with a body of alumni as large as we have to at least $20,000. That is as large a sum as we can now normally expect from an endowment amounting to

$500,000. One of the other colleges in Worcester is now receiving about $50,000 a year from its alumni body towards the general maintenance expenses of that institution. Other colleges in New England are receiving hundreds of thousands of dollars regularly each year from their alumni body as contributions toward the general expenses of their college. One is asking this year for a million dollars from its alumni body to meet current expenses. Virtually all college and university graduates are involved in one or more campaigns each year to help maintain the prestige and academic standards in the institution where they received an education.

The act of contributing each year to such a cause strengthens the bond of fellowship and a feeling of interest in the institution to which one is indebted and makes the individual who contributes a far more loyal alumnus. There are hundreds in the alumni body of Clark whom I am certain are ready to join in such a movement in order to provide a living endowment for Clark. All it needs is organization and promotion. It needs an active, hard working, enthusiastic member in each class to take hold of the task of bringing his group into line. The work cannot be done in one season. It must be kept up season after season. Perhaps it is a perpetual job but it should be undertaken, for as the decades pass each privately endowed college and university of this country will feel more and more keenly the need of financial support from those who are most indebted to that institution and most vitally concerned with its welfare.

HONORARY DEGREES GRANTED BY CLARK UNIVERSITY
1921-1945

	1924
Granville Stanley Hall	Doctor of Laws
Edmund Clark Sanford	Doctor of Laws
	1926
William Henry Burnham	Doctor of Laws
H.R.H. Gustavus Adolphus	Doctor of Science

	1929
His Excellency Paul W. Claudel	Doctor of Letters
	1930
Joseph Stevens Kadesch	Master of Education
Arnold Lucius Gesell	Doctor of Science
William Lowe Bryan	Doctor of Laws
Ralph Earle	Doctor of Laws
	1937
Samuel Flagg Bemis	Doctor of Humane Letters
Samuel Paul Capen	Doctor of Letters
Tyler Dennett	Doctor of Laws
Stephen Duggan	Doctor of Laws
Henry Herbert Donaldson	Doctor of Science
Frederick Carlos Ferry	Doctor of Science
Homer Gage	Doctor of Laws
	1938
Karl Worth Bigelow	Doctor of Humane Letters
Peng Chun Chang	Doctor of Humane Letters
Walter Stevens Young	Doctor of Education
	1939
Cornelia Otis Skinner	Doctor of Fine Arts
Samuel Hood Dolbear	Master of Science
Edmund Smith Conklin	Doctor of Science
Ralph Barton Perry	Doctor of Humane Letters
William Lyon Phelps	Doctor of Laws
	1940
Hu Shih	Doctor of Laws
Johannes A. C. Fagginger Auer	Doctor of Letters
	1941
George Hubbard Blakeslee	Doctor of Laws
Frederick Raymond Clee	Doctor of Letters
Katherine Cornell	Doctor of Fine Arts
Isador Lubin	Doctor of Laws
Frank Ross McCoy	Doctor of Laws
Benjamin Shores Merigold	Doctor of Science
Howard Washington Odum	Doctor of Humane Letters
Lowell Thomas	Doctor of Humane Letters
	1942
Hiram Newton Rasely	Master of Arts
Robert Ware Bodfish	Master of Arts
Rosabelle Jacobus	Master of Civic Service
Harry Irvin Yarnell	Doctor of Laws
Mabel Knowles Gage	Doctor of Civic Leadership

	1943
Wat Tyler Cluverius	Doctor of Laws
Esther Forbes	Doctor of Letters
Joseph Clark Grew	Doctor of Laws
	1944
Newton W. Alexander	Master of Arts
Thomas Leon Patterson	Doctor of Science
Leverett Saltonstall	Doctor of Laws
	1945
George Francis Booth	Doctor of Civic Leadership
Kent Cooper	Doctor of Letters
Robert Hutchins Goddard	Doctor of Science
William David Hassett	Master of Arts
Harry Galpin Stoddard	Doctor of Civic Leadership
Malcolm Macdonald Willey	Doctor of Humane Letters

Honor Roll for Clark Men in the First World War

Soon after the opening of this administration we arranged for a tablet on which the names of all Clark men who served in the armed forces during the first World War should be placed. The tablet was beautifully illuminated in colors, framed, and it is now on exhibition in the University Library.

A very special bas relief bronze tablet was made to commemorate the service of the nine Clark Gold Star Men of that war. That tablet is on the wall near the main entrance to the library building.

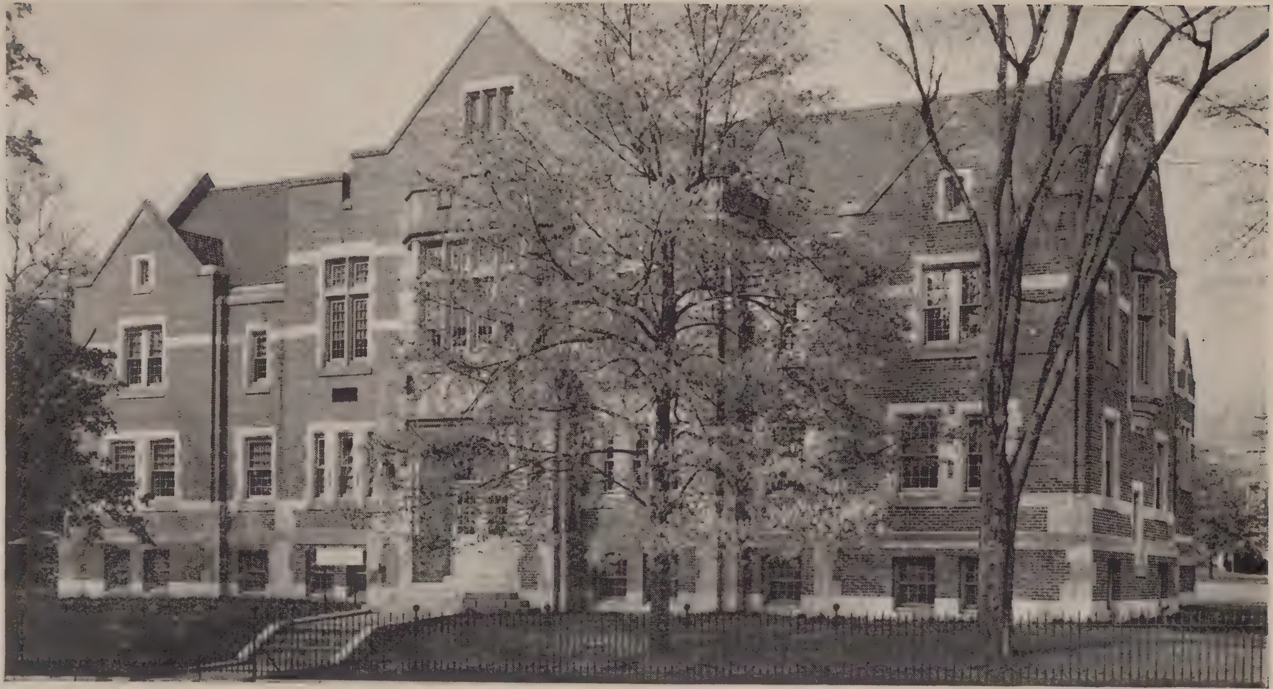
The Clark Honor Roll for the Second World War

Clark Gold Star Men

Lieutenant William Sewell Balfe

Reported killed in action in India on November 25, 1943. Lieutenant Balfe was a bombardier-pilot on a B-24 Liberator bomber. He had been in service eighteen months and had been overseas since September.

Lieutenant Balfe graduated from the High School of Commerce, Worcester, and attended Clark University during parts of 1936-37 and 1939-40.



Alumni Gymnasium from Maywood Street

Pfc. George J. Baxter

Pfc. Baxter killed in action on Iwo Jima February 19, 1945, the second day of the invasion.

At the end of his freshman year at Clark, Pfc. Baxter joined the Marine Corps Reserve. In July 1943, he was transferred to the V-12 unit at Dartmouth College for training. Subsequently, he had eight months of training in California before going into active service in the South Pacific.

Pfc. Baxter was a graduate of South High School, Worcester, Mass. He had completed approximately half of his undergraduate work at Clark when he left and would normally have graduated as a member of the class of 1945. During his residence at Clark he was active in fraternity affairs, being Secretary of the Lambda Chi Alpha.

Pfc. Ronald P. Burrage, Jr.

Killed in action on the Italian front, May 23, 1944.

Private Burrage during his freshman year became a member of the Enlisted Reserve Corps and was called to active service in March 1943. After training at Camp Croft he participated in the North Africa Campaign and was later transferred to the Italian front.

Private Burrage was a graduate of the Gardner High School. Before entering Clark he was employed at the First National Bank of Gardner.

At a memorial service held in Gardner July 9, 1944, a citation from Secretary of War Henry L. Stimson was read, stating that Private Burrage had been posthumously awarded the Purple Heart medal for valor and gallantry in action.

First Lieutenant H. Lloyd Church, Jr.

Killed in action April 19, 1945, in the European theater.

Lieutenant Church was a graduate of the Townsend Harris High

School in New York City. He transferred to Clark after attending Cornell University, receiving the Bachelor of Arts degree from Clark University in June of 1941.

Lieutenant Church attended Officers' Candidate School, Fort Sill, Oklahoma, and was later stationed at Camp Cooke, California. At the time of his death, he was in the Field Artillery with the Fifth Army. He is survived by his wife and son.

Ensign John Joseph Clair, Jr.

Injured in an airplane accident May 4, 1943, near Rodeo, California, died soon after at the U. S. Naval Hospital at Mare Island.

Ensign Clair entered the Navy in 1942 and completed his primary flight training at Squantum. He was not piloting the plane at the time of the accident.

Ensign Clair graduated from High School of Commerce, Worcester, and received the Bachelor of Arts degree from Clark University in June, 1941. He was one of the outstanding men of his class. Besides maintaining an excellent scholastic record, he played varsity basketball and baseball and was a member of Gryphon.

Lieutenant Robert Lyman Curtis

Reported missing in action since June 13, 1943; later reported dead.

Lieutenant Curtis was enrolled at Clark University from September 1939 to February 4, 1942, when he withdrew to enlist in the Army Air Force. He was commissioned at Selman Field, La., January 16, 1943, and flew to England by way of Iceland in May of that year, entering combat service shortly thereafter. His parents believe that he participated in the Bremen-Kiel raid on June 13 when 26 bombers were reported lost.

Lieutenant Curtis graduated from Worcester North High School and was employed in the delivery department of the Worcester *Telegram* and the *Evening Gazette* while attending school. He is survived by his parents, two brothers, both in service, a sister and his wife.

Captain Peter Demeter

Killed in action in Italy, July 26, 1944.

Captain Demeter enlisted in the Army November 1942. His service overseas began in the spring of 1943. He participated in the North African campaign and the invasion of Sicily, as well as the Italian campaign. He was attached to the Medical Corps of the Seventh Army.

Captain Demeter, after graduation from Tourtellotte High School, spent two years at Clark. He then transferred to Middlesex College, where he subsequently obtained his degree in medicine. At the time of his enlistment he was practising medicine in Webster. He is survived by his wife and daughter.

Lieutenant Maxwell J. Ford

Missing in action since November 3, 1943 (and presumed lost).

Lieutenant Ford enlisted in the Air Corps on December 31, 1941, during his senior year. He graduated from the Midland Army Flying School, Texas, on May 20, 1942. On transfer to active combat, he distinguished himself for courage in action, being awarded the Air Medal and Oak Leaf Cluster.

A graduate of Northboro High School, Lieutenant Ford entered Clark in September 1938. During his stay, he was active in the dramatic and musical activities of the college in addition to pursuing his medical studies with enthusiasm.

He is survived by his widow.

Lieutenant Edward L. Forrest

Killed in action April 3, 1945, in Germany.

Lieutenant Forrest was in a tank battalion with General Patton's Third Army. He held both the Bronze and Silver Stars and had received the Purple Heart.

Lieutenant Forrest was a graduate of the Williams High School, Stockbridge, Mass., and received his A.B. degree from Clark with the class of 1934. He graduated from the Tank Officers' School at Fort Knox, Kentucky, in July, 1943, and went overseas in February,

1944. He was wounded in the Normandy campaign but returned to his unit in November, 1944.

During his stay at Clark he was active in college affairs, both athletic and non-athletic. He was connected with *The Scarlet* for three years; was a member of the Athletic Council, and subsequently, its Secretary and President; a member of the *Pasticcio* staff, a member of the Varsity Club; Secretary of the Student-Faculty Council, and President of Gryphon. He was an active member of Theta Kappa Nu and active in the Inter-Fraternity Federation. During his senior year he was Assistant in the Geology Laboratory.

Lieutenant Joseph Gadomski, M.D.

Died in Germany January 2, 1945, shortly after being severely wounded.

A graduate of Clinton High School, Lieutenant Gadomski received a Bachelor of Arts degree from Clark in June 1939. He received his degree in medicine from Boston University and at the time of his induction had finished one year's internship at St. Vincent Hospital in Worcester.

Lieutenant Newell Elliot Gillett

Lieutenant Gillett enlisted in April 1942 and was appointed a second lieutenant upon graduating from Officers Candidate Division of the Anti-Aircraft School at Camp Davis, N. C., in October, 1942. He was later promoted to first lieutenant. Lieutenant Gillett was killed in action on Los Negros Island of the Admiralty group March 4, 1944.

A native of West Boylston, Lieutenant Gillett attended North High School and Worcester Academy and was graduated from Bowdoin College in 1940. He attended Clark University as a graduate student in the Department of Geography during the first semester 1940-41 and the academic year 1941-42, holding an appointment as Scholar during 1941-42.

Private Malcolm A. Heath

Killed in France October 19, 1944.

Private Heath was a graduate of Worcester Academy and spent one year at Clark. At the time of his inducton he was studying at Northeastern for a degree in engineering. He was formerly employed at Heald Machine Co. He had been in the army for nine months and overseas four months.

He is survived by his widow.

Aviation Cadet Norman E. Howe

Killed in air crash in Florida, January 6, 1944.

Cadet Howe was to graduate from pilot training school and to receive his commission and wings the week following. A graduate of Pepperell High School, he entered Clark in September 1940 and withdrew in June 1941 to enter Wooster College, Ohio. He enlisted as an aviation cadet in February 1943.

Pfc. Martin J. Kelly

Killed in France November 9, 1944.

Private Kelly was a graduate of North High School and attended Clark from 1925-1927, later graduating from Boston University School of Business Administration in 1930. He was a member of Beta Gamma Sigma. Prior to service, he had been in the advertising business in Boston on the staff of *The Pilot,* a Catholic paper, and in the Jordan Marsh Company.

Private Kelly trained at Fort McClellan, Alabama, went to England in August 1944 and France in September of 1944. He was at first reported missing.

He leaves a widow and son.

Lieutenant (J.G.) Joseph C. Lucas

Killed in crash of naval training plane May 1, 1944, at Newark, Missouri.

Lieutenant Lucas was a graduate of Bartlett High School, Webster, and attended Clark 1938-1941. He took preliminary training in Ground School course in Civilian Pilot Training at Holy Cross College and Worcester Polytechnic Institute in 1940 after which he entered the Navy.

He leaves a widow.

Ensign Herbert Luebbe

Reported missing in action January 15, 1945; later reported killed. He was serving on the destroyer *Spence,* which foundered in a typhoon in the Western Pacific.

The son of Mr. and Mrs. Carl Luebbe of Upton, Ensign Luebbe graduated from the Upton High School in 1940 and entered Clark University that fall. He received the A.B. degree in August 1943, having majored in physics. He enlisted in the U.S.N.R. and entered training at Notre Dame Midshipmen's School immediately after graduating from Clark. He received further training at Harvard and Hollywood, Florida. Late in September of 1944 he was assigned to his Pacific post of duty. His brother, Carl, also an ensign and a former Clark student, is on a minesweeper in the South Pacific.

While at Clark, Ensign Luebbe was active in musical organizations, serving as manager of the Glee Club.

Captain Frank Edward Phillips, Jr.

Reported killed in action July 27, 1944.

Captain Phillips was graduated from the Officers' Training School at Quantico, Virginia, in February 1941 and was commissioned a second lieutenant in the U. S. Marine Corps. He was promoted to rank of first lieutenant in April 1942 and to captain in August 1943.

Captain Phillips graduated from Classical High School in 1935 and entered Wake Forest College, N. C., in the fall of 1936. For the academic year 1938-39 he transferred to Clark University where he served as editor of *The News* during the second semester. He returned to Wake Forest College from which he graduated in 1940. Captain Phillips was connected with the Hartford, Connecticut, *Times* when he enlisted.

Lieutenant Rolland W. Racine

Missing in action since January 11, 1944, and listed as killed October 3, 1944.

Lieutenant Racine was a graduate of Oxford High School and attended Clark for two years. He entered service in March 1942. After flight training at Mississippi and Florida, he was commissioned and sent overseas in September 1943. A pilot of a P-47, he had been awarded the Air Medal and two Oak Leaf Clusters.

He leaves a widow.

Corp. Samuel Singer

Killed in action in Germany, April 10, 1945.

Corporal Singer graduated from Classical High School in 1940 and later attended Bordentown Military Institute, New Jersey, for one year before entering Clark University in 1941. He enlisted in the Army reserve in September 1942 and was called to active duty in May 1943. He attended the University of New Hampshire before taking his basic training at Fort Bragg, North Carolina. Corporal Singer was in the field artillery, 95th Division of the Third Army.

Corporal Singer was active in campus affairs, especially athletics—having won his class numerals in basketball and being a member of the Varsity Squad. He was a member of the Varsity Soccer team. His thoughts were often with his Alma Mater and he frequently wrote Dean Little about his experiences on the Western Front. The last letter received from him referred to his having been wounded by shrapnel but stated that he was rapidly recovering.

Lieutenant Joseph Albert Styles

Lieutenant Styles entered the Navy in 1937 as an aviation cadet and received his training at Squantum and Pensacola, Florida, naval air bases before being commissioned ensign in February 1939. Prior to joining the Navy, Lieutenant Styles had served a year as first lieutenant in the Army at Fort McKinley, Maine. He applied for and received a discharge in order to join the Navy. Since his commission as ensign, Lieutenant Styles had been assigned to duty at Alameda, California, where he was killed in a plane crash June 22, 1943. He had received two promotions and was expecting to be advanced to lieutenant commander when he was killed.

A native of Worcester, Lieutenant Styles graduated from North High School in 1930 and the University of Kentucky in 1934. He was enrolled as a graduate student in Biology at Clark University during 1934-35 and held an appointment as Scholar.

MEN AND WOMEN IN SERVICE (884)

Robert A. Abodeely A.B. '35
Parnag G. Adamian A.B. '38
Lambi N. Adams A.B. '33
Williard G. Adams A.B. '36
Myron M. Albert A.B. '42
Edwin E. Aldrin A.B. '15
Richard D. Aljian A.B. '42
Nello A. Allegrezza Ex. '46
Walter S. Allan, Jr. A.B. '35
John W. Allen Ex. '45
Walter I. Allen Ex. '41
Leo Alpert A.M. '39
Reginald Amback, Jr. Ex. '44
Robert E. Ames Ex. '41
Chester C. Amsden Ex. '39
Alton R. Anderson A.B. '31
Lloyd Anderson A.B. '43
Robert I. Anderson Ex. '45
Roy S. Anderson A.B. '43
Hugo D. Angelini A.B. '42
Robert G. Appenzeller A.B. '43
William C. Arbo Ex. '30
Lemonis J. Argyropais A.M. '42
Hudson T. Armerding A.M. '42
S. Leonard Arnold A.B. '38; A.M. '39
Edward Aronovitz A.B. '33
Philip E. Arsenault A.M. in Ed. '37
Charles Atamian Ex. '46
Wallace W. Atwood, Jr. A.M. '27; Ph.D. '30
John P. Augelli A.B. '43
Christopher Babigian A.B. '45
Arthur R. Backstrom A.B. '34
Raffy Der Bagdasarian Ex. '35
Ben Haig Bagdikian A.B. '41
Eugene J. Balcanoff A.B. '40
Raymond D. Balcom A.B. '40
Joseph V. Baldwin A.B. '36
*William S. Balfe Ex. '40
Henry D. Barbadoro Ex. '42
Gene J. Barberet A.B. '41
Arthur J. Barkhouse A.B. '34
John E. Barriere A.B. '42
Peter Barsoum, Jr. Ex. '47
Frank A. Bartimo A.B. '41
Myron A. Baskin A.M. '42
Linton J. Bassett A.B. '41
Saul Bassinov A.B. '34
Walter J. Basiul Ex. '46
Warren B. Bates Ex. '40
Kenneth A. Battersby A.B. '32; A.M. '41

George J. Baxter Ex. '45
John F. Baxter A.M. '28
Alden G. Beaman Ex. '46
René P. Beaudry Ex. '46
Robert N. Beck Ex. '45
Victor P. Beck Ex. '48
Edward G. Becker A.B. '40
Herbert R. Becker Ex. '44
Azariah Bedrosian Ex. '45
Herman Beigelman A.B. '33
Leonard J. Belanger A.B. '29
Solomon Belkin A.B. '32
Earl M. Belles Ex. '46
Raymond E. Bellis Ex. '40
Merrill P. Benoit A.B. '40
Sidney Berengarten A.B. '33
Carl G. Berg A.B. '36; A.M. '42
Harold J. Bergstrom Ex. '44
Sumner A. Berlin A.B. '40
Sumner Berlyn Ex. '45
Ira B. Berman A.M. '39
Jacob Berman A.B. '24
Seymour Berman Ex. '44
Jack Bernard A.M. '41
Norman L. Bernard B.Ed. '43
Edward C. Bernier Ex. '42
Emil L. Bernier Ex. '45
Benjamin Bernstein A.B. '40
Howard J. Besnia Ex. '45
William C. Besselievre A.B. '14
William J. Betinis Ex. '38
Delphis J. Bibeau A.B. '36
Francis J. Biggi Ex. '46
Howard O. Bingley A.M. '39
Archille H. Biron A.B. '32
Leo J. Biron A.B. '39
Ivan J. Birrer A.M. '40
Wallace F. Bither A.B. '33
Evelyn J. Bjorkman Ex. '35
Lloyd D. Black A.M. '36
Cyril C. Blaney A.B. '36
Robert W. Blom Ex. '46
Gerald Blum A.M. '42
Roscoe C. Blunt, Jr. Ex. '46
Oliver W. Boch Ex. '46
Victor P. Boin A.B. '37
Victor H. Boisseau Ex. '46
Alfred G. Bolduc Ex. '43
Robert A. Bolduc A.B. '35
George E. Booth A.M. '39
David R. Bortman Ex. '46
Remi J. Bourdages Ex. '47
Charles F. Boynton A.B. '41
Robert E. Braman Ex. '41
Frederick M. Brandes A.B. '38
Murray Brauer A.B. '37
Douglas W. Bray A.M. '41
Regis E. Breault Ex. '46
Albert L. Bredice A.B. '41
Morris I. Bresev A.B. '27
Jack Bresnick A.B. '42
Frank V. Brewster A.B. '19
Ralph C. Brierly A.B. '18
William B. Brierly A.B. '34; A.M. '36; Ph.D. '42
Charles D. Briggs, Jr. A.B. '38
Kenneth H. Brigham Ex. '43
Paul L. Brigham Ex. '46
Milton Brightman A.B. '31
Armand J. Brissette, Jr. A.B. '30; A.M. '32
John J. Brockwell A.M. '37
Gordon H. Brooks A.B. '42
Kenneth A. Brooks, Jr. Ex. '45
Roger H. Brooks Ex. '46
Harold B. Brothers Ex. '37
William R. Brotherton A.B. '43
Morris Y. Brown A.B. '31
Richard C. Brown Ex. '46
Irving W. Brulé A.B. '38
Arnold J. Bullock Ex. '36
Robert W. Bullock A.B. '41
Joseph Burack Ex. '46
John P. Burbank A.B. '42
Philip B. Burgess Ex. '43

Catherine A. Burnham A.M. in Ed. '43
*Ronald P. Burrage Ex. '46
William F. Butler, Jr. A.B. '36
Edward C. Camp, Jr. Ex. '47
Robert D. Campbell Ex. '42
Jerome Caplovich Ex. '39
Robert J. Carini A.B. '40
J. Norman Carls A.M. '34; Ph.D. '35
Ralph L. Carlson A.B. '38; A.M. in Ed. '40
Nicholas Carofaniello Ex. '43
William G. Carruth Ex. '45
John B. Carruthers A.B. '38
Basilio Castaldi A.M. '36
Carl L. Catani A.B. '41
Stanley M. Chaberek Ex. '45
Charles A. Chabot, Jr. A.B. '41
Thomas W. Chamberlin A.M. '38
Arnold E. Chandler Ex. '46
Angelos G. Chaoush A.B. '22
Milan A. Chapin A.M. '33; Ph.D. '35
Irving Chase A.B. '41
Lester J. Chase Ex. '31
Ashur G. Chavoor Ex. '45
Joseph S. Cheka A.B. '33
Elwyn V. Chesley Ex. '44
Philip Chin Ex. '42
*H. Lloyd Church, Jr. A.B. '41
Frederick J. Churchill A.B. '39
Libro Ciani Ex. '46
Saverino Ciani Ex. '46
George Cianko Ex. '46
Robert R. Cicak A.M. '38
*John J. Clair, Jr. A.B. '41
Marvin B. Clapkin Ex. '46
Wendell A. Clapp Ex. '39
Paul S. Clarkson A.B. '25
Robert S. Clee Ex. '45
Roger W. Cleveland A.B. '41
Earle R. Closson A.B. '20
Harry H. Cohen A.B. '41
Leonard Cohen A.B. '43
Oscar P. Cohen A.M. '39; Ph.D. '41
Stuart M. Cohen Ex. '46
Paul V. Colberg Ex. '44
Carroll D. Colby A.B. '39
William G. Colby Ex. '43
Fred J. Collins A.M. '34
Ellsworth B. Cook Ex. '41
James A. Cooke A.B. '26
Gustaf Coontz A.B. '41
Bernard S. Cotton Ex. '44
Joseph E. Cove A.B. '28; A.M. '29
Catherine E. Cox A.M. '42
Jack B. Coyle Ex. '47
Thomas H. Coyle Ex. '47
Herbert W. Cramer Ex. '46
Alfred F. Crommett Ex. '43
Robert H. Cron Ex. '45
S. Leigh Curry, Jr. Ex. '46
*Robert L. Curtis Ex. '43
Norman G. Cutler A.B. '35
Arthur Dagirmanjian Ex. '46
Eugene P. Dalrymple Ex. '45
Paul C. Dalrymple Ex. '46
Robert S. Darling Ex. '44
Samuel C. Dashiell A.M. '42
Murray S. Davis, Jr. Ex. '38
Leroy L. Dawson A.M. '38
John L. Day Ex. '46
William T. Deeks A.B. '29
Francis J. Deignan Ex. '44
Richard Deitzler A.M. '42
Coen Kiewit De Jonge Ex. '43
Emidio A. De Lollis A.B. '41
Gilbert V. De Mar A.M. '42
Joseph De Marco, Jr. A.B. '31
*Peter L. Demeter Ex. '33
Pat Denardo A.B. '43
Hagop M. Deranian Ex. '45
Elizabeth M. Derby A.M. in Ed. '43

Joseph F. Diliberto A.B. '39
Ralph Ditchik A.B. '44
Lawrence E. Dolan A.B. '40
Michael A. Donohue A.B. '30
Philip S. Donnell A.B. '10
Philip V. Donohue A.B. '40
Edward G. Donovan Ex. '44
Clifford H. Doolittle A.B. '41
Earl S. Dossey, Jr. Ex. '43
Edwin P. Dow Ex. '48
Joseph D. Downey A.B. '34
Henry M. Doyle Ex. '45
Frank K. Duffy Ex. '34
Roger J. Dufresne A.B. '44
Merrill G. Dupuis Ex. '45
Gareth W. Dunleavy Ex. '45
Hymen F. Dworin Ex. '34
Daniel M. Dworkin Ex. '44
George S. Dworkin Ex. '39
Albert W. Dzikiewicz Ex. '41
Edmond B. Dzikiewicz Ex. '46
J. Roland Easton Ex. '45
John Eaves, Jr. Ex. '45
Harold Eckman Ex. '46
Richard A. Edson A.B. '42
Robert I. Edwards A.B. '40; A.M. in Ed. '42
Ernest E. Eels A.B. '14
Carl L. Eidam A.B. '31
Stephen Elias A.B. '37
James N. Eliopulos Ex. '46
George F. Elliot A.M. '42
Richard B. Ellis Ex. '43
Dean H. Ellsworth Ex. '48
Philip E. Emerson A.M. '43
Van H. English Ph.D. '42
Hyman Epstein A.B. '44
Alfred S. Erlich Ex. '46
Michael A. Errede Ex. '45
John C. Erskine A.M. '40
L. Theodore Everett A.B. '41
Robert B. Factor Ex. '45
Johnson E. Fairchild A.M. '36
Alonzo B. Fairman A.B. '36
Albert H. Farnsworth A.M. '40
Reginald G. Farrar Ex. '43
Albert L. Farrell A.B. '29
Albert J. Fecteau, Jr. Ex. '43
Elihu H. Fein Ex. '45
S. Norman Feingold A.M. '40
Max Feldman A.B. '41
Charles W. Felt A.B. '28
Otis C. Ferguson A.B. '33[1]
Sidney S. Feuerstein A.B. '42
Russell H. Fifield A.M. '40; Ph.D. '42
Marvin S. Fink A.B. '36
Eugene R. Fisher Ex. '46
Hildreth H. Fisher A.B. '44
Philip A. Fistori Ex. '46
Lawrence P. Fitton Ex. '40
William G. Fletcher A.B. '36
John B. Foley A.B. '40
*Maxwell J. Ford Ex. '42
Robert C. Forget Ex. '44
*Edward L. Forrest A.B. '34
Walter L. Foy A.M. '43
Paul Fram A.B. '40; A.M. '42
Gladys Franklin A.M. '33
Roy Fraser, Jr. Ex. '45
G. Malcolm French A.B. '33
Wellington A. French A.B. '34
Harvey L. Friedman Ex. '43
Henry Frieswyk A.B. '42
Carl F. Frost Ex. '42
George H. Fryburg Ex. '44
*Joseph A. Gadomski A.B. '39
Herman Gadon Ex. '46
Leo H. Gardarian Ex. '41
Paul J. Gardner Ex. '44
Jesse A. Gates Ex. '43
John H. Gaucher A.B. '44
Gordon N. Geer A.B. '27
Frank A. Geldard A.B. '25; A.M. '26; Ph.D. '28
Roland E. Gervais A.B. '29

Stuart C. Gibson Ex. '46
Roger G. Gifford A.B. '36
A. Norman Gilbertson Ex. '36
*Newell E. Gillette Ex. '42
Edward P. Ginsburg A.B. '42
Matthew R. Giuffrida Ex. '47
Paul M. Glaude A.B. '35
Raymond E. Glazier Ex. '43
Hartley C. Gleason Ex. '38
Everett D. Glover A.B. '41
Normand E. Gobeille Ex. '39
Alvin H. Goff Ex. '46
Edwin L. Goldberg A.B. '37
Sherman E. Golden A.B. '23
Nathan Goldman A.B. '29; A.M. '30
Ephraim Goldrosen Ex. '37
Cleon W. Goodrich A.B. '34
Bernard J. Goodstein Ex. '43
Ralph R. Goodwin A.B. '39; A.M. '40
Charles Grace Ex. '29
Sydney Grace A.B. '39; A.M. '30
Arthur Graham A.B. '36
Guilbert R. Graham A.M. '31
Vincent P. Graham A.B. '34
Grant H. Gray Ex '45
William D. Gray A.B. '38
Frances Green A.M. '35
Robert A. Greenblatt A.B. '42
Saul M. Greenstein Ex. '46
Raymond L. Grenier Ex. '46
David A. Grodberg A.B. '36
Emil H. Grodberg A.M. '33
Marcus G. Grodberg A.M. '44
Herbert A. Gross Ex. '43
Milton L. Grout A.B. '35
Vernon M. Grout A.B. '38
Marvin J. Gruss Ex. '44
Anthony J. Gryk A.B. '38
Benjamin J. Gudzinowicz Ex. '44
Jackson E. Guernsey Ph.D. '41
Abraham L. Gurfinkel Ex. '47
William C. Haddad A.B. '31
Fred L. J. Hadsel A.M. '38
Herman W. Hall Ex. '40
Oliver R. Hall A.B. '35
Roy S. Hamaji Ex. '45
John E. Hammarstrom Ex. '43
Chester Handleman A.B. '41
Archibald Hanna, Jr. A.B. '39
Robert E. Hansen A.B. '36; A.M. '38
Herbert W. Hargreaves A.M. '36
Raymond Haringa A.B. '39
Joseph Edmond Harris Ex. '42
James Harrison A.B. '33
John H. Hartnett A.B. '40
Paul V. Harwood Ex. '45
M. Geraldine Hatt A.M. '38
Charles B. Hausdorf Ex. '39
Frank H. Healey, Jr. Ex. '46
Lawrence P. Healey A.B. '36
Edward M. Healy A.B. '41
George B. Hearn A.B. '40
*Malcolm A. Heath Ex. '44
John K. Hemphill Ex. '42
Robert N. Hennessy A.B. '40
William A. Henning, Jr. Ex. '39
Joan E. Hensel A.M. '40
William C. Hermann A.B. '39; A.M. in Ed. '40
Max Hershman A.B. '37
Francis R. Hickey A.M. in Ed. '42
Ralph W. Hidy A.M. '28
Arthur R. Higginbottom A.B. '32; A.M. in Ed. '41
Charles Higgins A.B. '39
Donald E. Higgins A.B. '23
Raymond B. Hill A.B. '42
William A. Hill Ex. '42
Walter A. Hoar A.B. '35
James L. Hoffman Ex. '42
Ernest W. Hollows A.B. '43
Richard M. Holmes A.B. '23
Andrew G. Holstrom A.B. '37

Harry Hoogasian Ex. '45
Harry B. Hoppin, Jr. Ex. '41
David H. Horne A.B. '42
George E. Howarth A.B. '33
Margery Howarth A.M. '34
George F. Howe A.B. '22; A.M. '24
*Norman E. Howe Ex. '41
Forrest W. Hubbard A.B. '41
K. Lee Hulbert A.B. '36
Wilbert J. Humphlett A.B. '43
H. Waite Hurlburt Ex. '35
Louis S. Hurwitz A.B. '40; A.M. '41
LeRoy C. Husbands A.M. '23
Reginald G. Illingworth B.Ed. '37
Walter G. Inman A.M. '34; Ph.D. '39
Solomon Israel Ex. '43
Earl G. Jackson A.M. '43
Richard E. Jackson Ex. '45
Frank J. Jacobson A.B. '23
Ishiah Jacobson Ex. '43
Preston E. James Ph.D. '23
Oscar M. Jankelson Ex. '44
David S. Jarvis Ex. '46
Leonard J. Jasen Ex. '47
Arthur R. Johnson Ex. '46
Austin S. Johnson A.B. '36
Donald E. Johnson A.M. '41
Edwin N. Johnson A.B. '30
H. Earle Johnson Ex. '26
Harry O. Johnson Ex. '41
Robert E. Johnson A.B. '28
Edmund C. Johnston, Jr. Ex. '45
Donald G. Jones A.B. '42
Lloyd C. Jones A.B. '28
Malcolm K. Jones A.B. '43
Peter P. Jonitis A.B. '39
Robert L. Jordan Ex. '42
Sumner M. Joress Ex. '46
Charles B. Kabaker A.B. '33
Raymond D. Kallstrom A.M. '42
Lawrence T. Kane A.B. '43
Kenneth A. Kaneb A.B. '34
Harry W. Karn Ph.D. '34
Henry V. Karolkewicz Ex. '44
John P. Karpoe A.B. '42
Vincent W. Kaselis A.B. '43
Donald A. Kayer A.B. '34
John R. Keith A.B. '36
John S. Kellstrand Ex. '46
*Martin J. Kelly Ex. '29
Edward H. Kemp Ph.D. '34
Harold J. Kenneway, Jr. A.B. '39
Paul H. Kenney Ex. '44
George A. Kentros Ex. '44
Mitchell Kesner Ex. '38
Bennet C. Kessler A.B. '40
Edward T. Killelea A.B. '41
Joseph H. Killelea A.B. '40
Richard H. Kilpatrick, Jr. Ex. '45
Wallace D. Kilpatrick A.B. '42
Roland C. Kimball A.B. '39
Charles V. King A.B. '24
Francis A. Kirby Ex. '43
Robert F. Kirkpatrick A.B. '43
Charles Klamkin Ex. '45
Herman Kleine A.M. '42
John W. Kneller A.B. '38
Leighton A. Kneller Ex. '47
Albert E. Knight A.B. '38
Philip W. Knight Ex. '44
Clarence E. Koeppe A.M. '27; Ph.D. '29
John T. Kohne A.M. '38
Arthur F. Koskinas Ex. '44
Louis H. Kostanick A.M. '42
David Kramer Ex. '44
Wallace S. Kreisman Ex. '44
Henry M. Kroll A.B. '38
Louis A. Krug A.M. '39
Alfred J. Krzinowek A.B. '37
Edmund N. Kudarauskas A.B. '41
Carl A. Kuniholm Ex. '46
Oliver H. Laine Ex. '40

Philip R. Landry A.B. and A.M. '22
Raymond E. Landry Ex. '38
†Walter E. Lang, Jr. A.B. '40
William J. Langenheim A.B. '39
Bernard J. LaPlante Ex. '44
C. Norman LaPrade A.B. '40
Robert L. LaRiviere A.B. '43
Charles A. Larkin A.B. '30
Carlton H. Larrabee A.B. '27
Knute G. Larson A.B. '40
George R. Latham Ex. '46
Frances M. Lathrope A.M. '40
Richard B. Lavine Ex. '47
Martin Lax A.B. '36
Lincoln Lebeaux Ex '32
Edward E. LeClair, Jr. Ex. '45
Elwood S. Leffel A.M. '39
Herbert T. Leighton A.B. '34
Louis E. Leipold Ex. '41
Anthony D. Leone Ex. '47
Charles E. Lenk A.B. '43
Albert K. Lennan A.B. '43
David R. Lennan Ex. '45
Frank M. Lenti Ex. '45
Marshall Lesser Ex. '43
Donald H. Letendre A.B. '38; A.M. in Ed. '39
Samuel Levenson A.B. '30; A.M. '36
Bertrand E. Leveque Ex. '29
Sumner H. Levin A.B. '42
Alfred J. Levy Ex. '48
Charles B. Lewis A.B. '21
Robert M. Lewis Ex. '45
William L. Lewis A.B. '37
Frederick B. Lidstone A.B. '43
Reginald D. Lidstone A.B. '38
Joseph S. Lisabitsky A.B. '38
James G. Little A.B. '27
W. Charles Lodding A.B. '37
Harriet R. Long A.M. '41
John R. Longo A.B. '39
Vincent J. Longo A.B. '43
Russell C. Longton Ex. '46
Manuel H. Lopez A.B. '41
Ferdinand J. Loungway A.B. '26
*Joseph C. Lucas Ex. '42
Carl Luebbe, Jr. Ex. '45
*Herbert Luebbe A.B. '43
David R. Lund Ex. '42
John Lund A.B. '13
Harold E. Lurier Ex. '46
Harvey H. MacArthur A.B. '36
Donald A. Macchi Ex. '45
Donald Macdonald Ex. '45
Mary L. MacDonald A.M. '41
J. Ross Mackay A.B. '39
Milton E. Mador A.B. '38; A.M. '39
John W. Maher A.B. '36
William J. Maher A.B. '36
Paul D. Malboeuf Ex. '32
Henry A. Malkasian A.B. '39
Adolph W. Malkoski A.B. '39
Carl Y. Malmquist, Jr. Ex. '44
Chester W. Malmsted A.B. '32
Alfred Mandell Ex. '32
Raymond J. Manerel B.Ed. '41
Walter Mann Ex. '44
Douglas W. Marden A.B. '39
Janet E. Marden Ex. '46
Benjamin Margolis A.B. '42
Isaac Margolis Ex. '36
Donald W. Marsh Ex. '45
Robert T. Marsh A.B. '42
Richard B. Martin A.B. '39; A.M. '40
Stuart H. Martin Ex. '45
William B. Martin Ex. '45
Stanley R. Maslowski A.B. '42
Mary C. Masoomian A.M. '40
F. Graham Matheson Ex. '42
Otto R. Mauke Ex. '45
William G. Maykel Ex. '42
Andrew F. X. McCarthy A.B. '38

Donald F. McClusky Ex. '26
Robert F. McComas A.B. '39
Jacob W. McCrillis A.B. '16
Hugh M. McGovern A.B. '43
Francis D. McHugh A.M. in Ed. '42
James A. McInerny A.B. '38; A.M. in Ed. '40
H. Donald McInnis A.B. '38
Melvin McIntosh, Jr. Ex. '44
Charles W. McNamara Ex. '44
George E. McReynolds A.M. '37
George R. Means A.M. '32
Robert S. Melville A.B. '37
William M. Mencow Ex. '46
George H. Merriam Ex. '44
Earle A. Merritt Ex. '43
Jacob Merzigian Ex. '45
Leo J. Meyer Ph.D. '28
Malcolm C. Midgley, Jr. Ex. '46
F. Stanley Mikelk Ex. '35
Edward K. Mikoloski A.B. '41
Robert A. Miles A.B. '37
John E. Millea A.B. '10
Donald M. Miller A.M. '42
John T. Miller, Jr. Ex. '44
Robert S. Milne A.B. '40
Douglas F. Miner A.B. '12
James A. Minogue A.M. '36
Bernard N. Mintz A.B. '42
Edgar A. Moberg A.B. '30
Dominic J. Monfredo Ex. '42
Norman B. Moore A.B. '35
John F. Moran A.B. '32
Herbert W. Morey Ex. '41
Charles S. Morgan A.B. '43
John F. Moriarty A.B. '40
Philip E. Morin A.B. '42
Emmett T. Morrill A.B. '27
Charles A. Morris A.B. '42
James Morrison Ex. '40
Joshua Morrison A.B. '21
John R. Mrosek Ex. '45
J. Ernest Nadler Ex. '29
William J. Nally A.B. '29
Jacob Nanigian Ex. '45
Norman J. Nathanson A.B. '38
Michael T. Neary A.M. '33
Carl E. Nelson A.B. '36
Donald R. Nelson Ex. '45
Hersey B. Nelson Ex. '46
James S. Nelson A.B. '34
Kenneth O. Nelson Ex. '46
Paul J. Nelson Ex. '42
Robert A. Nelson A.B. '41
Rodney E. Nelson A.B. '38
Theodore Nicol A.B. '26
William A. Niman A.B. '29
Louise M. Norbery B.Ed. '42
Everett R. Nordstrom Ex. '46
Milton W. Norling Ex. '41
John Norman Ph.D. '42
Forrest H. Norris A.B. '43
Francis F. Northup A.B. '32
Edward F. Nugent A.M. in Ed. '40
John J. Nugent A.M. in Ed. '38
Walter S. Nylund Ex. '46
George F. O'Brien A.B. '17
Philip A. O'Brien A.B. '40
John J. O'Connor A.B. '40
John M. O'Connor Ex. '21
Bruce C. Ogilvie Ex. '42
Howard L. Ohman Ex. '36
Daniel P. O'Keefe Ex. '44
Robert J. O'Keefe Ex. '46
Harry J. Older Ph.D. '42
Paul A. Olin A.B. '21
Paul H. Olund Ex. '46
Ralph E. Olson Ex. '42
Edward G. O'Neil A.B. '41
Donald W. Osten Ex. '45
Edward J. O'Toole A.B. '32
Joseph O. Ottaviano Ex. '45
Gerard A. Ouellette A.B. '41
Sempad A. Pachanian Ex. '46

Howard E. Page A.M. '38; Ph.D. '40
Noriar Pahigian Ex. '45
Arthur Palley A.B. '43
Frank A. Papale, Jr. Ex. '46
Alex M. Pappas Ex. '45
George F. Pappas A.B. '40
David J. Parker A.B. '33
Harry C. Parker A.M. '38
Ruben L. Parson A.M. '34; Ph.D. '43
Frank H. Patterson A.B. '36
Willard S. Paul Ex. '15
C. Mead Pearson Ex. '43
Kenneth M. Peepels Ex. '42
Louis C. Peltier A.B. '37
John J. Pender A.B. '33
Emmanuel Perch Ex. '37
Samuel J. Perrone A.B. '40
Henry B. Perry A.B. '39
Joseph L. Perry A.B. '37
Robert Person A.B. '37
George M. Peters A.B. '38
Louis Peters Ex. '43
Chester E. Peterson Ex. '44
*Frank E. Phillips, Jr. Ex. '41
Robert B. Phipps A.B. '41
Harold F. Pierce A.B. '12
John A. Pincus Ex. '46
Elmer O. A. Plischke Ph.D. '43
Forrest C. Pogue Ph.D. '39
Clifford H. Pontbriand Ex. '44
Charles W. Porter Ex. '44
Norwood C. Potter A.B. '24
W. Gerald Potts A.B. '25
George H. Powers A.B. '39
Robert F. Powers A.B. '40
Stewart M. Pratt A.B. '22
George H. Pride A.B. '36; A.M. '41
Andrew G. Priest Ex. '44
Arthur A. Prue Ex. '44
George J. Puniskis Ex. '42
Emmons W. Putnam, Jr. Ex. '46
Philip J. Quaiel Ex. '46
Louis O. Quam Ph.D. '38
Theodore J. Rabinovitz Ex. '46
Theodore P. Racicot A.B. '38
Joseph W. Racine Ex. '44
*Rolland W. Racine Ex. '42
Toimo K. Raisanen A.B. '40
Harry Rapaport A.B. '37
John E. Ratigan A.M. '23
John P. Reardon B.Ed. '41
Kenneth M. Rebstad A.B. '42
Benjamin Reed Ex. '46
George M. Reed Ex. '42
Earl A. Reiman A.B. '43
Herbert Reiner, Jr. A.M. '42
Lionel B. Reison Ex. '46
John W. Reith A.M. '41
Floyd E. Reynolds Ex. '43
J. Bernard Reynolds A.B. '34
Dorothy E. Richard A.M. '32
Robert C. Richard Ex. '46
Kenneth B. Richards Ex. '30
Horatio M. Richardson, Jr. A.B. '37
Eugene L. Richmond A.B. '24
Mark S. Richmond A.B. '36
Neal Riemer A.B. '43
Paul W. Riley A.B. '38
Stephen T. Riley A.B. '31; A.M. '32
Edward M. Risley Ex. '46
†Frank E. Ritacco A.B. '31; A.M. '42
Burton A. Robie Ex. '47
Robert P. Rochette A.B. '36
Harold D. Rome A.B. '40
Sidney Rose Ex. '41
Clarence Rosemark A.B. '39
Harold W. Ross A.B. '37
John F. Ross, Jr. A.B. '41
W. Clifford Ross, Jr. A.B. '32

Toivo D. Rosvall A.B. '34;
A.M. in Ed. '38
Joseph L. Roy A.B. '30
Raymond S. Roy A.B. '33
Morton A. Rubin A.M. '34;
Ph.D. '36
Roger W. Russell A.B. '35;
A.M. '36
Vincent Russell A.B. '38
William F. Russell A.B. '34;
A.M. '35
William J. Russell A.B. '38
Arthur J. Ryan A.B. '39
Albert P. Sagansky Ex. '43
W. Donald M. Sage A.M. '41
Thomas L. Salter A.B. '40
Donald H. Sampson Ex. '46
Russell G. Sandberg A.B. '42
James B. Sanderson Ex. '43
Jordan P. Sandman A.B. '34
Robert E. Sawicki A.B. '42
I. Sidney Sawyer Ex. '45
Theodore A. Sawyer Ex. '47
Francis J. Schadegg A.M. '37
Fred K. Scheibe A.B. '38
Lloyd A. Schermerhorn A.M. '37
Barney Schneider Ex. '44
Keith M. Schneider Ex. '46
Leonard B. Schneider A.M. '30
Adolphe J. Schoepflin A.B. '42
John Schollard Ex. '41
Stanley A. Schorr A.B. '37
Julian Schultz A.B. '39
Bernard Schwab Ex. '48
Albert J. Schwieger A.M. '29
Francis G. Schweitzer Ex. '28
Robert H. Scotland A.B. '42
Owen L. Seaver Ex. '41
Gordon R. Schachoy A.B. '34
George K. Shamagochian Ex. '36
Raymond P. Shanahan A.B. '29
Max A. Shapiro A.B. '39
Nathan Shapiro A.B. '39
Roland F. Shappy A.B. '34
Harold F. Shaw Ex. '40
William P. Shaw A.M. '33
Daniel J. Shea A.B. '37
David Shepro Ex. '45
David B. Sher Ex. '41
Joseph Sherman Ex. '44
Richard J. Shields Ex. '42
Louis J. Shopes Ex. '43
David M. Shor A.B. '24
Bernard H. Shulman Ex. '46
William F. Sibley Ex. '46
Irving E. Sigel A.B. '43
Joseph E. Silverberg Ex. '45
Franklin I. Silverman Ex. '46
Samuel Silverman A.B. '27
Robert A. Simonian Ex. '44
Robert B. Simpson A.M. '33;
Ph.D. '41
Edward E. Sinclair A.B. '43
James P. Singer Ex. '46
†John J. Singer, Jr. A.B. '42
*Samuel Singer Ex. '45
Francis J. Singleton A.B. '32
Paul A. Siple Ph.D. '39
Carl I. Skyllberg Ex. '28
Frank D. Slade A.B. '30
Cloyd E. Small Ex. '42
Ralph L. Small A.B. '27
Albert W. Smith A.B. '43
Arthur K. Smith Ex. '44
Edward A. Smith A.B. '38
George H. Smith Ex. '43
Harold K. Smith A.B. '33
J. Roy Smith A.M. '32; Ph.D. '35
Robert W. Smith Ex. '46
Joseph Smithline A.B. '34
Abraham Solomon A.B. '36
John J. Solon A.M. in Ed. '42
Albert B. Southwick A.B. '41
Hazel Southworth Ex. '45
Charles E. Spencer A.B. '38
Burton V. Spongberg A.B. '43

Walter E. Spring Ex. '45
Nathan Spungin Ex. '48
William R. Stanhope A.B. '42
Nick S. Stavrianos Ex. '43
Albert T. Stead A.M. in Ed. '41
Howard C. Steere A.B. '40; A.M. in Ed. '41
Walter R. Steever Ex. '39
Frederick V. Steeves A.B. '39
Matthew Stepanski A.B. '42
Allison P. Stevens Ex. '47
Lloyd R. Stevens A.B. '43
Kenneth H. Stewart A.B. '36
William T. Stimson A.B. '37
William L. Stirling A.M. '39
Eugene J. St. Marie B.Ed. '40
Harlan W. Stockman A.B. '38
Bernard Stone A.B. '41
David L. Stone A.B. '43
Irving L. Storer A.B. '26
Carl J. Stringer, Jr. B.B.A. '44
Sigmond R. Strzlecki Ex. '44
Theodore G. Stuebi, Jr. Ex. '48
Ralph J. Stupak Ex. '47
*Joseph A. Styles Ex. '35
Edward P. Sullivan Ex. '46
Joseph G. Sullo Ex. '46
Alfred R. Sumner A.M. '33
Kenneth A. Sund Ex. '44
Simon Surabian A.B. '26
Chester F. Svenson Ex. '46
Folke Elof Swenson A.B. '21
E. Lincoln Swett A.B. '31; A.M. '32
Carlo A. Tagliavini Ex. '46
Frank A. Taylor A.M. '40
George B. Taylor, Jr. Ex. '40
John L. Taylor A.M. '40
Richard C. Taylor A.B. '34
Gerald Teran Ex. '47
Lawrence C. Thompson Ex. '42
Thomas G. Thompson A.B. '14
Earl W. Thomson A.B. '13
Henry A. Thurlow Ex. '46
Howard A. Titus A.B. '38
Herbert R. Toombs A.B. '21
Ernest A. Tosi A.B. '33
William O. Travers, Jr. Ex. '46
Ben Tuerk, Jr. A.B. '44
Donald I. Tufts A.B. '42
Stanley G. Turner A.B. '34
Thomas E. Tyborowski Ex. '43
Sydney R. Ussher A.B. '30
Ivan B. Van de Workeen, Jr. Ex. '45
Anthony D. Vamvas, Jr. A.B. '43
James E. Vance, Jr. Ex. '47
John L. Van Der Voort A.M. '31
Paul A. Varg A.B. '35
Anthony Varjabedian A.B. '41
Cecil B. Varnum Ex. '29
Roger G. Viens A.B. '41
Leonard L. Villemaire Ex. '43
Jindrich Vymetalik Ex. '38
Alan B. Wade Ex. '44
Harold H. Wade, Jr. Ex. '44
Donald A. Walker A.B. '34
Paul R. Walker A.M. '36
Peter F. Waskiewicz Ex. '37
Arthur W. Watchorn Ex. '36
George E. Waterman Ex. '42
Eugene L. Watkins A.B. '40
William H. Webster, Jr. A.B. '41
Fred B. Weigle Ex. '34
Mervin J. Weinberg A.B. '42
Milton G. Weiner Ex. '45
Seymour I. West A.M. '41
Thomas J. West A.B. '41
Russell A. Wheeler A.B. '43
Lester P. White A.B. '23; A.M. '24
Thomas S. Whitehead Ex. '43
Perley J. Whitten Ex. '43
Philip Willauer A.M. '31
Arthur R. Williams Ex. '45
Malcolm Williams Ex. '45
William L. Williams A.B. '30
H. Hubert Wilson A.M. '39

Sydney E. Wilson A.B. '34
George A. Winchester A.B. '41
Elliot S. Wolk A.B. '40
Leon J. Wolkowich Ex. '45
Harold D. Woodbury A.B. '15
Charles A. Woodman Ex. '45
Edmond Woodward Ex. '43
Daniel C. Wrenn Ex. '43
Albert C. Wright A.B. '31
James C. Wright Ex. '45
William J. Wylie, Jr. Ex. '46
Ralph A. Yagjian A.B. '42
William L. Yeomans A.M. '40
John E. Yesukevich Ex. '43
Ralph Yetvin Ex. '43
Robert M. York A.M. '38;
Ph.D. '39
Benjamin C. Young A.B. '34
Harry Zarrow A.B. '27
Meyer Zarrow A.B. '34; A.M. '36
Nathan Zebrak Ex. '43
Leon R. Zitowitz Ex. '47
Anthony J. Zulieve Ex. '46

*Gold Star Men.

[1] Missing in action, Oct. 13, 1943. Now reported drowned. Member of Merchant Marine.

†Missing in action.

TRUSTEES ELECTED BY THE ALUMNI

During the year 1942, arrangements were made, with the approval of the General Court of the State of Massachusetts, to enlarge the Board of Trustees from nine to thirteen. The nine members are provided for in the will of the founder and they elect their own successors. The four additional members are elected by the Alumni. In the spring of 1943 the Alumni elected one to serve for one year, one for two, one for three, and one for four years. Thereafter they will elect each year one representative to serve for four years on the Board of Trustees.

COMMENCEMENT CONVOCATIONS, 1921-1945

1921

Baccalaureate Preacher: DR. VINCENT E. TOMLINSON, First Unitarian Church, Worcester.

Commencement Speaker: JOHN M. CLARKE, State Geologist of New York.

1922

Baccalaureate Preacher: REV. DR. R. W. MCLAUGHLIN, Piedmont Church, Worcester.

Commencement Speaker: WILLIAM MORRIS DAVIS, Sturgis-Hooper Professor of Geology, Emeritus, Harvard University.

1923

Baccalaureate Preacher: REV. DR. R. W. MCLAUGHLIN, Piedmont Church, Worcester.

Commencement Speaker: FREDERICK M. DAVENPORT, Professor of Law and Politics, Hamilton College. State Senator, New York.

1924

Baccalaureate Preacher: REV. DR. ROBERT MCDONALD, Plymouth Church, Worcester.

Commencement Speaker: EDMUND C. SANFORD, Professor of Psychology and Education, Clark University.

1925

Baccalaureate Preacher: REV. MAXWELL SAVAGE, First Unitarian Church, Worcester.

Commencement Speaker: ALFRED L. P. DENNIS, Professor of Modern History, Clark University.

1926

Baccalaureate Preacher: DR. BENJAMIN F. WYLAND, Union Congregational Church, Worcester.

Commencement Speaker: THOMAS NIXON CARVER, David A. Wells Professor of Political Economy, Harvard University.

1927

Baccalaureate Preacher: REV. MARSHALL N. GOOLD, Union Congregational Church, Worcester.

Commencement Speaker: REV. MARSHALL N. GOOLD, Union Congregational Church, Worcester.

1928

Baccalaureate Preacher: REV. MAXWELL SAVAGE, First Unitarian Church, Worcester.

Commencement Speaker: GEORGE H. LOCKE, Librarian of the Public Library, Toronto, Canada.

1929

Baccalaureate Preacher: REV. MAXWELL SAVAGE, First Unitarian Church, Worcester.

Commencement Speaker: DR. STEPHEN P. DUGGAN, Director of the Institute of International Education, New York.

1930

Baccalaureate Preacher: REV. THOMAS S. ROY, First Baptist Church, Worcester.

Commencement Speaker: HON. HERBERT PARKER, Former Attorney General of Massachusetts and member of Board of Trustees.

1931

Baccalaureate Preacher: REV. MAXWELL SAVAGE, First Unitarian Church, Worcester.

Commencement Speaker: PROF. KIRTLEY F. MATHER, Professor of Geology and Geography, Harvard University.

1932

Baccalaureate Preacher: REV. MAXWELL SAVAGE, First Unitarian Church, Worcester.

Commencement Speaker: EDWIN MARKHAM, Poet.

1933

Baccalaureate Preacher: REV. MAXWELL SAVAGE, First Unitarian Church, Worcester.

Commencement Speaker: JOHN LUND, Superintendent of Schools, Newton, Mass.

1934

Baccalaureate Preacher: REV. MARSHALL N. GOOLD, Union Congregational Church, Worcester.

Commencement Speaker: CLARENCE P. SHEDD, Associate Professor of Theology, Yale University School of Divinity.

1935

Baccalaureate Preacher: REV. WILLIAM SMITH, St. Matthew's Episcopal Church, Worcester.

Commencement Speaker: J. STEVENS KADESCH, Superintendent of Schools, Medford, Mass.

1936

Baccalaureate Preacher: REV. MAXWELL SAVAGE, First Unitarian Church, Worcester.

Commencement Speaker: WALTER SAMUEL HUNTER, G. Stanley Hall Professor of Genetic Psychology, Clark University.

1937

Baccalaureate Preacher: REV. MAXWELL SAVAGE, First Unitarian Church, Worcester.

Commencement Speaker: FREDERICK CARLOS FERRY, President of Hamilton College.

1938

Baccalaureate Preacher: REV. MAXWELL SAVAGE, First Unitarian Church, Worcester.

Commencement Speaker: DR. KARL WORTH BIGELOW, Director of the Commission on Teacher Education, American Council on Education.

1939

Baccalaureate Preacher: DR. WILLIAM LYON PHELPS, Lampson Professor of English Literature, Emeritus, Yale University.

Commencement Speaker: DR. RALPH BARTON PERRY, Edgar Pierce Professor of Philosophy, Harvard University.

1940

Baccalaureate Preacher: DR. JOHANNES A. FAGGINGER-AUER, Parkman Professor of Theology at Harvard University School of Divinity.

Commencement Speaker: DR. HU SHIH, Chinese Ambassador to the United States.

1941

Baccalaureate Preacher: DR. F. RAYMOND CLEE, Old Bergin Church, Jersey City, New Jersey.

Commencement Speaker: LOWELL THOMAS, Radio and Newsreel Commentator.

1942

Baccalaureate Preacher: DR. WILLIAM LYON PHELPS, Lampson Professor of English Literature, Emeritus, Yale University.

Commencement Speaker: VICE-ADMIRAL HARRY E. YARNELL, United States Navy, Retired.

1943

Baccalaureate Preacher: DR. THOMAS S. ROY, First Baptist Church, Worcester.

Commencement Speaker: HON. JOSEPH CLARK GREW, Formerly United States Ambassador to Japan.

1944

Baccalaureate Preacher: CAPT. LESTER P. WHITE, Army Chaplain School, Harvard University.

Commencement Speaker: HON. LEVERETT SALTONSTALL, Governor of Massachusetts.

1945

Baccalaureate Preacher: REV. JOSEPH R. N. MAXWELL, S.J., President of the College of the Holy Cross.

Commencement Speaker: PROFESSOR MALCOLM M. WILLEY, Vice-President, University of Minnesota.

THE FIDAC EDUCATIONAL MEDAL

In September of 1931 Clark University received an award made by the Inter-Allied Federation of Ex-Service Men, totalling 9,000,000 members of World War veterans' organizations in ten countries, with the American Legion representing the United States.

This award was made at the Twelfth Annual Congress of the FIDAC held at Prague in Czechoslovakia.

The award was made in recognition of the contributions which the University had made to international understanding and friendship. The National Vice-Commander Richard F. Paul of the American Legion made the presentation to the President of the University. Dr. George H. Blakeslee, Chairman of the Department of History and International Relations at the University, responded on behalf of the institution.

Memorial Windows

The two stained glass windows in the library were specially designed as a memorial to Dr. Louis N. Wilson and presented to the University by his son, Harry. Dr. Wilson served this institution from the day it opened its doors to students in 1889 to 1929. From 1889 to 1929 he held the position of Librarian.

Fine Arts Course, 1922-1945

Soon after my assuming the responsibility of President of the University, Professor Loring H. Dodd came to me and asked permission to organize what he wished to call a "Fine Arts Course" of evening programs and entertainments for members of the University and of the Worcester Community who would support such an enterprise. He believed there was a real desire on the part of many members of the University and many Worcester people to have more of the notable artists come to our city so that we might see and hear them. Dr. Dodd was so anxious to have permission that he promised personally to meet any deficit that there might be. I agreed personally to share that responsibility with him, but as yet he has never asked me to contribute a penny for he has never had a deficit.

The plan was to make this a non-profit enterprise and self-supporting so that it would not require any financial aid from the income of the University. Throughout the twenty-two years Dr. and Mrs. Dodd have devoted a large amount of their time and thought to this enterprise and through the programs given at the University they have made a most distinguished contribution to the life on the campus for members of the University and many others in the Worcester community.

Some of the early programs were conducted in the hall on the third floor of the Geography Building since that was, for a long time, the only suitable auditorium that we had on the campus. When the top floor of Jonas G. Clark Hall was reconstructed, following the collapse of the roof in the central part of that building, the Fine Arts Course moved into that auditorium and was conducted there until the fall of 1938 when the new auditorium of the University was made available.

Each year the demand for tickets has far exceeded the seating capacity of the space available at the University. Each time we moved to a larger room and thought that the new accommodations would be adequate to meet the demand they proved insufficient, and now with the 800 seats available in Atwood Hall hundreds of applicants for season tickets are disappointed year after year. Some have been on the waiting list now for several seasons hoping to be among the fortunate ones who have the privilege of attending this Fine Arts Course.

In connection with many of the Fine Arts Programs, Professor Dodd has arranged exhibits of paintings, drawings, or other works of art in the Reception Room of Atwood Hall and made those exhibitions available for all Clark students and for all who attended the evening lecture. The Fine Arts Course has been a great success and a real contribution to the life of the University and of Worcester. It has helped, as much as any of the services given by the University to the community, in drawing the "town and gown" together. Many of those who became annual subscribers to the Fine Arts Course made generous contributions to the University to help erect the new auditorium building.

The names of the artists who have thus far appeared one or more times in the Fine Arts Course follow:

Theatre

Alexander Woolcott (2) 1887-1943
John Corbin
Margaret Wycherly
Beatrice Herford
Augustus Thomas 1857-1934
Edith Wynne Mathison
Charles Rann Kennedy
Otis Skinner 1858-1942
Cecelia Loftus (2) 1876-1937
Ruth Draper
William Gillette 1857-1937
Cornelia Otis Skinner (7)
Peggy Wood
Helen Gahagan
Eva Le Gallienne
Angna Enters (2)
Edward Hugh Sothern 1858-1933
Doris Kenyon (2)
Edith Barrett
Dorothy Sands
Mrs. Patrick Campbell 1865-1940
The Abbey Players: "The Play-Boy of the Western World"
John Mason Brown (7)
Rachel Crothers
Katharine Cornell: "No Time for Comedy"
Maurice Evans
Jane Cowl
Cornelia Otis Skinner: "Theatre"
Ilka Chase
Grace George and Aubrey Smith: "Spring Again"
Lillian Gish

Literature

Amy Lowell 1874-1925
Robert Frost (2)
Hamlin Garland 1860-1940
Bliss Carman 1861-1929
Margaret Deland
Carl Sandburg
Stephen Leacock
Arthur Guiterman (2) 1871-1943
Thomas Augustine Daly
John Van Alystyne Weaver 1893-1938
Hugh Walpole 1884-1941
Fannie Hurst
William Beebe
Edna St. Vincent Millay (2)
Henry Van Dyke 1852-1933
Vachel Lindsay 1879-1931
Charles Townsend Copeland
Charles Hanson Towne
Zona Gale 1874-1939
Thornton Wilder
Clara Clemens

Christopher Morley (2)
Albert Payson Terhune 1872-1942
Margaret Ayer Barnes
Raymond Ditmars 1876-1942
William Butler Yeats 1865-1939
John Masefield
Joseph Lincoln
William Lyon Phelps (2) 1865-1943
Katherine Brush
Robert Hillyer
Vera Brittain
Berton Braley
Hendrik Van Loon

Pearl Buck
William Rose Benet
Padraic Colum
Harry Franck
Edna Ferber
Ogden Nash
Louis Bromfield
Ben Ames Williams
Emily Kimbrough
Joseph Auslander

Burton Holmes (3) Travelog
Osa Johnson Jungles Calling

Music

The English Singers (2)
Andres Segovia
Mischa Elman
Walter Damrosch
Pattison and Maier
Sigmund Spaeth
Olin Downes
The Viennese Choir Boys
Percy Grainger
Spalding: Gabrilowitsch 1878-1936
Barrere: Salzedo: Britt
Raphael
Cecil Leeson
John Goss and His London Singers
Stravinsky
Bartlett and Robertson
Bidu Sayao
Mercado's Mexican Orchestra
Jessica Dragonette
Myra Hess

Trapp Choir
Anna Kaskas
Jose Iturbi
Alexander Kipnis (2)

Hilde Reggiani
Armand Tokatyan
John Gurney
Carlos Ramirez
Pompilio Malatesta
"Barber of Seville"

Stella Andreva
Bruno Landi
Francesco Valentino
"Don Pasquale"

Platoff Don Cossacks (2)
American Ballad Singers
Anne Brown
Emma Otero
Patricia Travers
Grace Castagnetta
Henry Scott

Art

Timothy Cole 1852-1931
Homer Saint Gaudens
Ralph Adams Cram
Lorado Taft 1860-1936
Royal Cortissoz
Bruce Bairnsfather
Tait McKenzie 1867-1938

Tony Sarg 1882-1942
Rockwell Kent
Cyrus Dallin
Morgan Dennis
Gordon Grant
James Montgomery Flagg
Gutzon Borglum 1871-1941

Arnold Genthe 1869-1942
F. Luis Mora 1874-1940
Margaret French Cresson
Malvina Hoffman
John Whorf
McClelland Barclay
Paul Manship
Charles Dana Gibson
Gluyas Williams
Suzanne Silvercruys

The Dance

Ruth St. Denis and Ted Shawn
Ted Shawn and His Men Dancers (2)
Maria Theresa
Carola Goya (6)
Kreutzberg and Georgi
Kreutzberg and Group
Margaret Severn
Mary Wigman
Martha Graham
Shan-Kar
Humphrey and Weidman
Tashimira
Nini Theilade
Miriam Winslow
Miriam Winslow and Foster Fitzsimons
Ruth Page and Bentley Stone
Fowler and Tamara
Jooss Ballet (2)
Ballet Caravan
Huapala and Hawaiian Troupe
Argentinita
Barton Mumaw
La Meri and Natya Dancers
Devi Dja and Bali-Javanese Troupe
Iva Kitchell (2)
Mia Slavenska (2)
Antonio and Rosario

THE FACULTY WOMEN'S CLUB

Soon after the reorganization of the University and the uniting of the two faculty groups the wives of faculty members came together and organized a Faculty Women's Club. They included those who had been coming together informally for social purposes during the previous administration of the University. At this time a formal constitution was drawn up, officers were elected, and the club took over definite responsibilities in the life of the University.

This organization has conducted many social events in which the members of the faculty and their wives have been entertained. They have been particularly helpful in welcoming new members into the faculty group. They have organized and conducted, for many years, a large party known as The Scholarship Bridge. Four hundred to five hundred Worcester women have supported this enterprise each year and the Faculty Women's Club now has a fund of several thousand dollars which they have set aside in order that they may provide adequate funds for scholarships in the Women's College and in the Men's College for deserving students who need financial aid. The club has conducted a large number of social gatherings for undergraduate and graduate students.

When we entered World War II and the Clark men in residence were leaving to enter the armed forces the women of this group, under the leadership of Mrs. Jesse Bullock, undertook to provide each of those men with a sweater. The sweaters are made with yarn purchased with funds of the club and knitted by the different members of the society. Hundreds of such sweaters have already been sent to the Clark men in service and letters of warm appreciation have come back from many of those men. During two of the war years the women of the club conducted a Red Cross sewing center directed by Mrs. Samuel Van Valkenburg. Mrs. Wallace W. Atwood also opened her house for a Red Cross First Aid Course.

The Women's College

Many residents of Worcester and vicinity and many members of the faculty at Clark have long felt that the University could render an important service to the communiy by admitting as undergraduate students a number of able young women who live in or near Worcester and who are eager to obtain a liberal arts college education not available for them in this area.

Since its foundation Clark has admitted women into the graduate division and in later years to all privileges of the Extension Division and the Summer School sessions. During the twenties plans were worked out whereby teachers, who wished to continue their studies at the college level, could register and complete requirements for the degree of Bachelor of Education in the Extension Division or

Summer School, but there were legal difficulties which stood in the way of admitting undergraduate women students during the regular academic year.

In 1941 a favorable court decision was obtained which granted to the Board of Trustees the right to establish a Women's College as a separate division of the University and in the fall of 1942 a limited number of young women were admitted. This virtually meant the transformation of our college into a co-educational institution. We could not provide separate buildings or a separate faculty for a few additional students. The number of men in the college had never taxed the instructional ability of the faculty nor the capacity of the physical plant. The addition of two hundred women would not require very much additional instructional help and that number is recognized, for the present at least, as the maximum number of college women that can be accommodated.

The entering group in the fall of 1942 included 49 in the Freshman class; 10 in the Sophomore; 10 in the Junior, and 4 in the Senior class. Those who were admitted to the three upper classes were young women with homes in Worcester who transferred from other colleges so that they might live at home while completing their college courses. The entire number of women registered during the first year in the history of the Women's College was 73. The majority came from Worcester but several came from nearby towns and villages. The few who came from more distant places arranged to have their homes with Worcester people and those arrangements were all subject to approval by the Dean of the College.

At the first joint assembly in the fall of 1942 the officers of the various student activities at Clark outlined the privileges, purposes, and duties of their respective organizations. Here the entering women first learned from the Clark College men that they could become members of the *Scarlet* staff, the Boheme Committee, the

Pasticcio staff, the Debating Club, and the Glee Club. Arrangements were later made for them to compete for membership in the Clark University Players. The college men welcomed the young women and graciously invited them to take part in the various student activities in which they were interested.

As was anticipated the young women soon took an active part in many of the student activities and made important contributions to the college life. The departmental teas almost doubled in attendance with the presence of the young women at those occasions. There were many informal dances and young women from the college were present at each of the large formal parties conducted by the men of Clark.

The very attractive lounge room redecorated and furnished through the generosity of Mr. and Mrs. Alexander H. Bullock, in memory of A. George and Mary C. Bullock, was the general headquarters for the young women when not in the classrooms, laboratories, or library. That room is in the Jonas G. Clark Hall and it serves as a social center on many occasions.

During the year preceding the opening of the Women's College and in the first year of the college a committee of faculty women, consisting of Mrs. H. Donaldson Jordan, Mrs. Wallace W. Atwood, Jr., and Mrs. Norris Hoyt, assisted in many ways in making plans for the reception of college women. They took the full responsibility for redecorating and furnishing the women's lounge, arranged for an informal reception at the opening of college, and assisted the young women as councilors in many ways. Other faculty women have helped each year in arranging social occasions for the new college.

During the first year in the history of the Women's College, in lieu of a woman dean, Mrs. H. Donaldson Jordan, Mrs. Jesse Bullock, Mrs. Wallace W. Atwood, Jr., Mrs. Robert Brown, and during the second year, Mrs. Edwin C. Rozwenc and Mrs. Roy C.

Gunter served as councilors. They were very helpful in assisting the undergraduate women students to become acquainted with the traditions of the University and in setting up their own organizations.

Physical Education and Social Life

Miss Hazel Hughes, a well trained expert in physical education, who was registered for part-time work at the college, was at once engaged to take charge of the physical education of the young women of the college. The facilities available did not make it possible to require physical training of all the young women but provisions were made for those who wished to volunteer for such outdoor or indoor sports as could be organized. The tennis courts and the athletic field were available for outdoor sports during the fall and spring. The college men arranged their programs in the new gymnasium so that the women could use the main floor and appropriate dressing rooms on certain days and evenings. The college women at once organized basketball teams that were coached by Miss Hazel Hughes. They won seven out of eight games which they played with visiting teams during the first year. Flushed with victory in athletic sports the Women's College challenged the faculty volleyball team. That contest took place on Spring Spree Day.

During the academic year 1943-44, which was the second year in the history of the Women's College, practice in archery and rowing were added to the sports. An eight-oar shell used by the men and two four-oar shells purchased as their own equipment were available. The shells were stored in the boathouse at Crompton-Knowles Park and the rowing was done on Coes Pond.

For the opening of the academic year 1944-45, the third year in the history of the Women's College, new facilities on the first floor of Jonas G. Clark Hall were provided for the physical education of the young women. The large room used for 35 years as a gymnasium of the men's college, which had been repaired, redecorated, and otherwise improved for the women and then taken over by the Army for use as a barracks for about 100 of the Army trainees during the academic year 1943-44, was now available. Here class exercises and various games could be conducted. Adequate washrooms and showers were available as well as a new locker room.

During the academic year 1944-45 a group of the college women organized a Riding Club. Mr. Clemens Baillou, an expert horseman, who was giving instruction in the Department of German, volunteered to act as trainer and the club soon made arrangements to use saddle horses at a riding stable in Auburn.

Since the opening of the Women's College, Dr. Constance Kaliris has served as physician. She has given physical examinations to all of the women at the college, advising them regarding exercises and health. She is also available in case of emergencies for consultation during her regular office hours.

Other Student Activities

During the first year of the Women's College the students organized for themselves an Interfaith Society which held several meetings. As a war activity a group of the young women supervised a scrap metal drive in which they brought together 8,800 pounds as a contribution from the University to the war effort.

The young women took part in the musical and dramatic work of the students. Some secured positions on the staff of the college newspaper and others helped in the publication of the yearbook. As the number of men decreased because of the war the young women took over more and more of the responsibilities in the student activities.

When the Women's College was founded it was believed that a total enrollment of 200, making an average of 50 members in each of the four college classes, would constitute a sufficient number for an institution of our size. At the same time it was tentatively understood that 300 places were being reserved for college men. A total of 500 was recognized as an excellent educational unit and probably a good economic unit. A faculty of the size and variety of attainments necessary for the conduct of a Liberal Arts College can certainly take care of 500 students. If the number of students increases much beyond 500 the call for additional members of the staff will undoubtedly become somewhat urgent. It might become absolutely necessary to engage additional instructors in certain fields where several required courses are given or in fields in which many of the students wish to major.

At the opening of the second year Miss Hazel Hughes was engaged and appointed as director of student activities. She took a major responsibility in all affairs in which the women of the college were associated. Miss Gertrude Goller, a local social service worker, was engaged to give instruction in the field of Social Service and she repeated the same type of instruction during the year 1944-45.

In organizing a division for undergraduate women at Clark, plans were made to invite a number of women in the Worcester community to serve on an advisory board. The first twelve who were appointed drew lots to determine their years of service, thus establishing a plan of rotation in membership. No one is to serve for more than three years without an interruption in their membership on the board.

In addition to the twelve women not officially connected with the University but citizens of Worcester, the Clark Alumnae Association was invited to nominate two members to this advisory board, each to serve for not more than two years.

Membership on the Advisory Board has been as follows:

Mrs. Alexander H. Bullock	1942-43
Miss Margaret Cook	1942-43
Mrs. Homer Gage	1942-43
Mrs. Harold D. Woodbury	1942-43
Mrs. Howard M. Booth	1942-44
Mrs. Adolph Johnson	1942-44
Mrs. Joseph Talamo	1942-44
Miss Ruth Tomlinson	1942-44
Miss Phyllis Bieberbach	1942-45
Mrs. F. Harold Daniels	1942-45
Mrs. Robert Kirkpatrick	1942-45
Mrs. George F. Wright	1942-45
Mrs. Gordon Berry	1943-46
Mrs. Walter G. Butler	1943-46
Mrs. John W. Higgins	1943-46
Mrs. Charles T. Tatman	1943-46
Miss Louisa Dresser	1944-47
Mrs. George F. Booth	1944-47
Mrs. Jacob Asher	1944-47
Mrs. Paul R. Swan	1944-47

For the Alumnae

Miss Margaret I. McAuliffe	1942-43
Mrs. Florence F. Killeen	1942-44
Miss Mary Early	1943-45
Miss Margaret Ward	1944-46
Miss Helga E. Peterson	1945-47

This Board has held several meetings at which the activities in the Women's College have been reviewed, sometimes by the President or Dean but more often by the young women members of the student body. The students have told of their various social, musical, and athletic events and outlined plans for new projects which they hoped to carry out in their extra-curricula activities. Most of these meetings have been held at the University and the young women of the college have served tea but on one occasion the entire group was entertained at the home of Mrs. Alexander H. Bullock. The individual members of the Board have entertained groups of the women students on various occasions and served in an advisory way whenever the officers of the college or students have wished to consult with them regarding the welfare of the young women who are attending this new division of the University. One member subscribed for the *New Yorker* for the women's lounge.

Each year in the conduct of the Women's College, we have learned of a number of high scholarship students, graduates of our local high schools, who desired to go on for a college education but could not afford to do so because of the tuition charges made by the University. This meant that we should arrange in some way for a number of scholarships or grants-in-aid for such young women. The Faculty Women's Club and the Alumnae Association of Clark both volunteered to contribute to the Scholarship Fund for the Women's College. Alumni of Clark College, members of the Board of Trustees, one member of the administration, the Soroptomists, the Swedish National Federation, the Odin Club, and several Worcester citizens have helped out in this direction and made it possible each year for fifteen to eighteen young women who could not otherwise have attended Clark to have all the advantages of a college education. In the academic year 1944-45 the need for additional scholarships in the Women's College was recognized by the Executive Committee of the Board and an appropriation was made from the income of the college to help some of the deserving young women who could not independently finance themselves for college training.

As yet we are without any endowment funds in the Women's College for scholarship aid. This is one of the pressing needs at the University and it provides an opportunity to help some of the most intellectually minded young people of Worcester, many of whom will become citizens of this community, to have the advantages of a college education.

While we originally intended that the Women's College should be for those young women who wished to live at home while attending college and in that way establish an institution to serve Worcester and the nearby communities, requests have become more and more numerous from young women living at a distance who have heard of the Women's College at Clark and want to come here for their college work. A few have entered and found places to live in private homes. In those cases their plans were subject to the approval of the Dean of the College. In the fall of 1944 when the demand from young women coming from a distance was sufficient, the Trustees assigned the house at 166 Woodland Street as a dormitory for young women. A Proctor was engaged and eighteen young women were admitted to that home. They take their meals at the college dining room in Estabrook Hall where the men in residence regularly take their meals. Some think that many more young women from away will apply for admission to Clark this year and that additional dormitory space should be provided. The Women's Building, described on page 37 of this report, would provide for fifty-four resident students and the income from the residents in the hall should care for the maintenance of the building.

With the close of the present semester three years in the history of the Women's College will be completed. One more class, that admitted in the summer and fall of 1945, should bring the number in residence to about 200. The experiment of opening the Women's College has proved to be most successful. The number and quality of the young women who have come and the intellectual work which they have done has proven beyond any possible doubt that there was a real need in Worcester for just such educational opportunities as we have offered for young women. As time passes and Clark has a full enrollment of men and women certain additional courses planned especially to meet the wishes of young women should be added to our curriculum.

THE COMING OF THE ARMY TO CLARK

During the fall of 1942 and the spring of 1943, while most of the men in the college, who were qualified for military service, were taking pre-induction courses, either for the Army or the Navy, there were numerous conferences relative to the placement of Army or Navy units in the colleges and universities for special training courses. We were asked to send representatives to a large conference in Baltimore at which plans for inducting college men into service were presented to the representatives of the colleges by Army officers and officers of the Selective Service. Meetings were held in Boston, at the First Service Command, of representatives of those colleges and universities that had been passed upon as satisfactory for the reception and education of Army units for various kinds of service. Plans were announced for a special Area and Language Program, which called for training in the foreign languages of Europe and Asia and very intensive studies of the geography, history, economics, and sociology of those parts of Europe and Asia where it was anticipated it would be necessary in time to have an army of occupation.

The President and Dr. Van Valkenburg were called to Washington on two or three occasions for conferences regarding our accepting the responsibility of conducting a unit in the Area and Language Program. Meetings were held there with Colonel Beukema and members of his staff. About June, 1943, representatives of the First Service Command of the United States Army visited the University and inspected our physical equipment. They passed upon the University as qualified to house, feed, and educate a unit of 300 Army men. A few weeks later we learned that the Army would like to send 300 men here; 175 to receive training in the basic training course, which was equivalent to the first two years of an engineering curriculum, and 125 to receive training in Area and Language. Our Area and Language unit was to specialize on central and southern Europe. Negotiations were completed with the Army; necessary changes were made in the physical equipment in the University to house and feed the 300 men. Some additional equipment was secured for classrooms and laboratories.

Estabrook Hall was passed upon for the dining of 300 men and the housing of 108. Fanning Hall was approved for the accommodation of 53 men, Graduate Hall, at 166 Woodland Street, for 47, and the large room on the first floor of Jonas G. Clark Hall, formerly known as the gymnasium of Clark College, for 100, or even more if necessary. Our heaviest expenses were in providing new equipment for the kitchen department of the dining hall and plumbing fixtures needed in each of the dormitories other than Estabrook Hall.

In July, 1943, we were told to expect the men to arrive in the first week of August. Lieut. Col. Newton W. Alexander, who was assigned as Commandant, soon arrived and set up his headquarters in the new gymnasium where offices were provided for him. He had a number of younger officers as assistants. The trainees began to arrive about the fifteenth of August and continued to come from that time until the twelfth of September, when the regular work of the first term of instruction began. While the men were arriving refresher courses were offered in several fields and a number of orientation lectures were given. During this period the trainees occupied a considerable portion of their time in military drill and other physical exercises. They used the campus, the athletic field, and the new gymnasium, creating in a few days an atmosphere of a military camp. The headquarters of the commanding officers were in the new gymnasium and in that same building we converted the student lounge to serve as an infirmary.

During the months of July and August the selection and employment of the staff necessary for meeting the responsibilities of the two programs to be conducted at Clark required much of the time of the President and certain other officers of the University. Instructors who could teach modern Greek, modern Italian, or German had to be found. Each trainee was to receive 17 class hours of instruction in one of these languages each week. A staff of ten instructors was organized for that special service. The schedules of the regular members of the Clark faculty who could assume portions of the program were so adjusted that they could take over a part of the Army work and still offer some work for the civilian students. Additional help had to be engaged in the fields of Physics and Mathematics. Before September 12 we were fully manned and equipped for the new responsibility and the work began without any difficulty and moved on without any serious interruption throughout the first and second terms of the academic year.

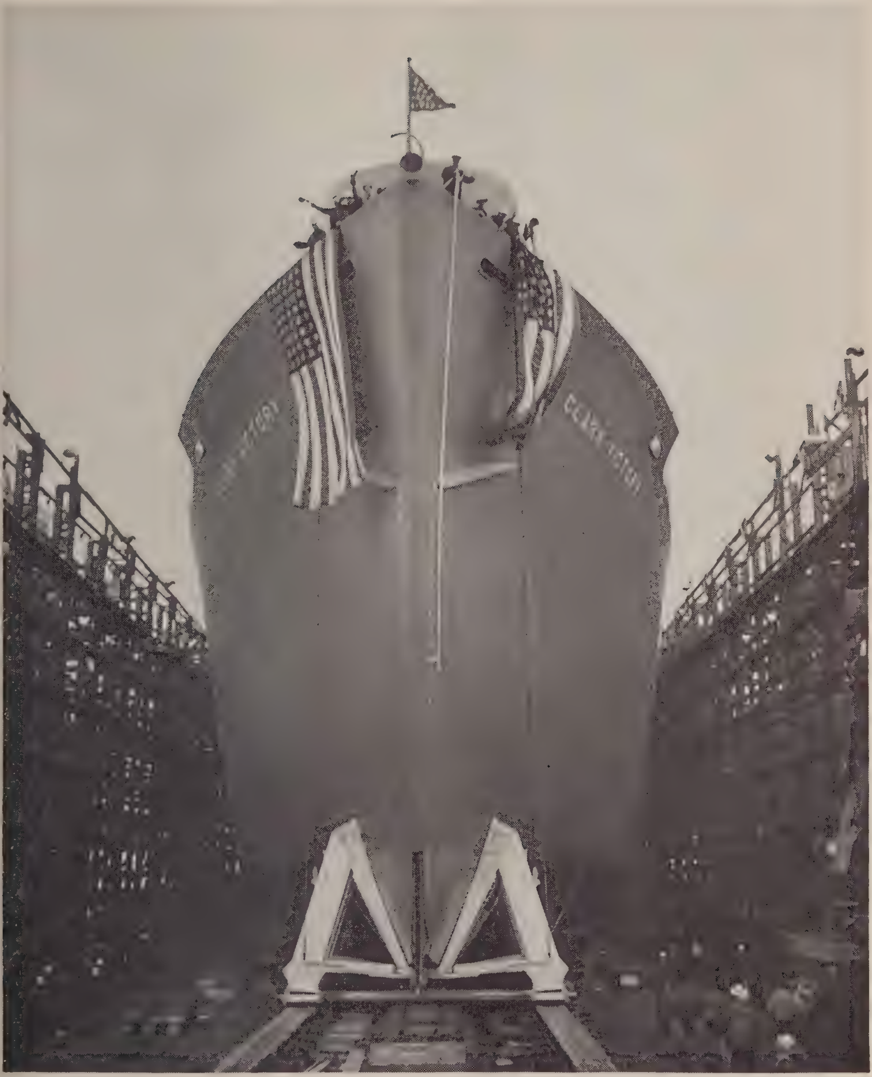
Army Officers Assigned to Clark

LIEUT. COL. NEWTON W. ALEXANDER, *Commandant*
CAPTAIN WILLIAM A. GILLEN, *Adjutant*
FIRST LIEUT. FRANK P. WILSON, *Company Commander*
SECOND LIEUT. CHARLES E. HAMILTON, *Classification Officer*

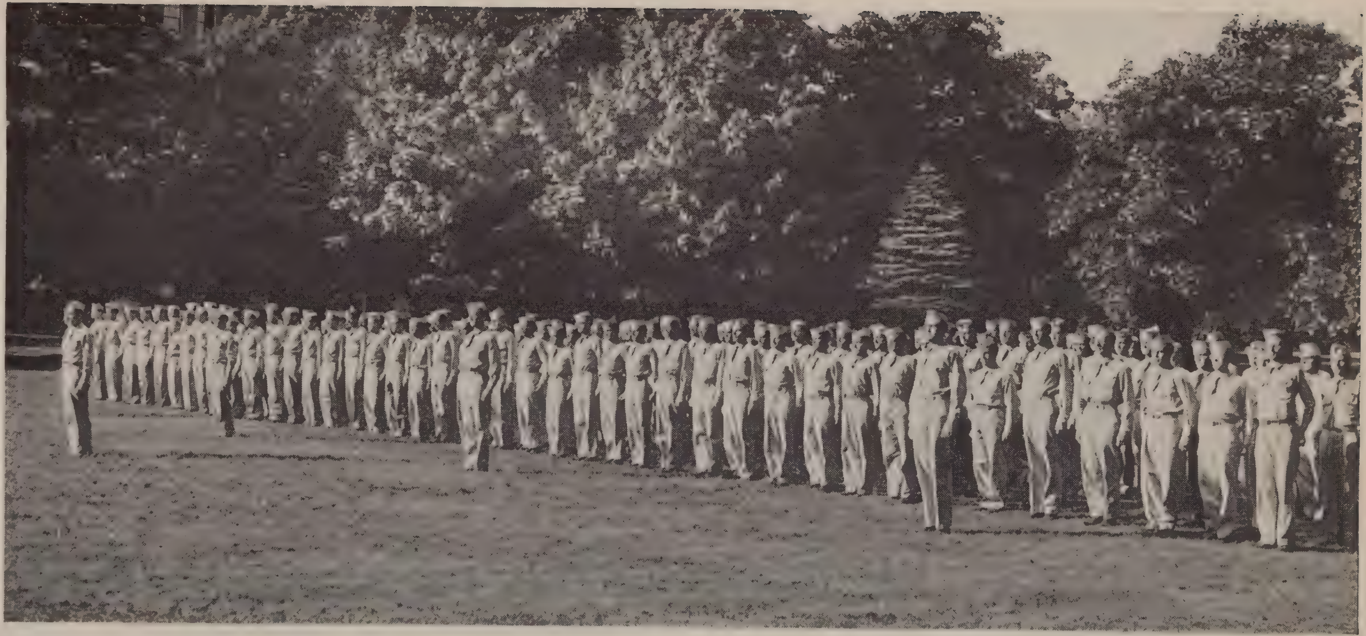
The Organization of the Educational Work for the Army

In planning for the conduct of the special training courses required by the Army, Dr. Samuel Van Valkenburg, Professor of Geography, was appointed Director of the Area and Language Program. He had associated with him:

W. Elmer Ekblaw, Ph.D., Professor of Geography
Dwight E. Lee, Ph.D., Professor of Modern European History
H. Donaldson Jordan, Ph.D., Professor of English History
Daniel C. Dennett, Jr. (1st term), Ph.D., Assistant Professor of History
Samuel J. Brandenburg, Ph.D., Professor of Economics and Sociology


CLARK VICTORY

"There she goes"—the *S. S. Clark Victory* slides down the ways into the Willamete River on May 15, 1945 at 1:16 P.M.



The Army Unit at Clark

Paul Fischer, Doctor of Political Science, Assistant Professor of Economics
Henry M. Bosshard, Ph.D., Professor of German
John Spaulding, Ph.D., Assistant Professor of German
Philip Palmer, Ph.D., Drill Master in German
Clemens Baillou, (2nd term), Drill Master in German
Hilda Weiss, Ph.D., Drill Master in German
Rev. Theo P. Theodorides, M.A., Assistant Professor of Modern Greek
Arthur Kanaracus, A.B., Drill Master in Greek
Antonio J. Cuffari, A.B., Assistant Professor of Italian
Sandro Benelli, Drill Master in Italian
Mrs. Sandro Benelli, (1st term), Drill Master in Italian
Dominic Scalera, (2nd term), Drill Master in Italian

Dr. David Dougherty, Professor of Romance Languages, was appointed Director of the basic training course and he had associated with him:

Roy C. Gunter, Jr., Ph.D., Assistant Professor of Physics
Norris D. Hoyt, Ph.D., Assistant Professor of English
Henry Donaldson Jordan, Ph.D., Professor of English History
Martin Henry Little, A.M., Laboratory Assistant in Chemistry
Paul F. Marble, A.M., Instructor in English
Arthur Earl Martell, Ph.D., Assistant Professor of Chemistry
Carey Eyster Melville, A.B., Professor of Mathematics
Benjamin Shores Merigold, Ph.D., Sc.D., Professor of Chemistry
G. Norman Palser, B.S., Professor (Affiliate) of Mechanical Drawing
Percy Martin Roope, Ph.D., Professor of Physics
Edwin C. Rozwenc, Ph.D., Assistant Professor of American History
John B. Sampson, Ph.D., Assistant Professor of Physics
Edward Elliott Sinclair, A.B., Laboratory Assistant in Physics and Chemistry

Henry J. Warman, Ed.M., Assistant Professor of Geography
A. Harry Wheeler, A.M., Professor (Affiliate) of Mathematics

Throughout the period while the Army was at Clark, Ernest R. Whitman and Rocheleau Z. Granger took charge of the physical education program for the Army men. Arrangements were made for the soldiers to use the swimming pool at the Y.M.C.A., the athletic field of the University and the new gymnasium. Whenever practicable physical exercises were carried on out-of-doors.

The Army Atmosphere

Throughout the period while the Army was at the University there was a characteristic military atmosphere on the campus. The men fell into line in passing to and from the dining hall, the classrooms and laboratories. They had their regular periods of drill and at five o'clock each evening they held retreat with the lowering of the University flag with the usual bugle calls.

The men of the Army sent to Clark were carefully selected and proved to be a very high grade group. They were excellent students; many of them put in overtime in their zeal to complete their assignments and reach the high standards which the Army expected of them. They appreciated the responsibility of securing an education which would qualify them for overseas service during the period of reconstruction or to serve as officers in the Army.

The members of the University soon felt a certain thrill in having a group of picked men from various parts of this country who were zealously working at their studies and, with the best of good fellowship, cooperating in every way in which they could in the life of the University. The army men joined the social affairs of the civilian students on many occasions. There was a weekly informal affair called "the canteen" at the gymnasium each Wednesday evening from six to seven-thirty. This occupied a part of the time when the men were free in the early evening and when civilian students and the soldiers could become acquainted. Following this informal gathering, the Army men went to their respective study rooms for a two-hour period before retiring to their barracks.

During the period when the Army was in residence the trainees prepared and put on the stage at the University auditorium a play entitled "Wearin' Brown". In this entertainment the trainees and a number of college students, chiefly from the Women's College, cooperated in providing a very delightful program in which many of the professors and some of the army officers were commemorated.

The work of educating the Army men proved to be a real challenge to the faculty. Their work was far more intensive than that in the usual college schedule. For example, in physics they were expected in one year to cover virtually the equivalent of two years of college work. So it was in other fields of study. In the languages they were to accomplish something far beyond that which American college students had ever before accomplished. They were to have at the end of nine months a command of a foreign language so that they could read, write, and speak it with fluency. Some of the men reached that goal in three months; others in six. Each man was required to give 17 hours per week to classroom instruction or practice in a single language. In addition they used a part of their study period for language work.

While the Army was here at Clark we had the pleasure of entertaining as guests a number of distinguished officers; some came directly from the Washington headquarters of the Army and others from the First Service Command in Boston. Some came unexpectedly to inspect the Army work, or the educational classes, or the physical facilities provided for the Army. They were always particularly interested in the health and welfare of the men and the morale in the student body. Time after time they returned, after their inspection tours, to the Office of the President of the University and reported most favorable conditions. We were over and over again greatly encouraged by the smoothness with which the program was progressing and the interest which the men were taking in their educational opportunities.

Colonel Morton Smith, who was directing the educational work for the Army in the First Service Command area, was here on several occasions and we came to look upon him as one of our best friends. He appointed Dr. Holmes, of the Harvard School of Education, to serve as consultant in the conduct of educational work in the colleges and Dr. Holmes was here at two or three meetings. At one time he conducted at Clark a conference to which he invited delegates from each of the New England colleges in the First Service Command where Army work was being carried on. This conference was planned to consider the geography program as outlined by the Army for the trainees.

Our most distinguished guest was General Sherman Miles of the First Service Command. He made a thorough inspection of all quarters used by the men, visited classes, went to lunch with the trainees at the dining hall, visited informally with them and addressed the entire Army group in the auditorium at a special assembly following luncheon. By his presence and personality he was a source of great inspiration to all who were associated with the program. The General was so highly pleased with the facilities provided by the University and the morale of the men and their academic records that he told the men that the whole record at this University was "tops" for the various colleges in his command and he hoped they would help to keep it there.

The Ending of the Army Program

This intensive period of activity on the campus lasted for about six months. When it began we had been encouraged to believe that it would continue throughout the duration of the war. We made all of our plans with the expectation of serving the Army for at least two or three years. The Army anticipated that it would continue to need a number of highly-trained men in the conduct of this war. Plans for the educational programs were worked out with the greatest of care and were specified by the Army officers. We were not directed to teach college courses but to teach the application of the natural sciences and of various academic disciplines so that these men should be fully qualified for the services which the nation was requiring of them in the war emergency.

During the latter part of February, 1944, statements and reports over the radio came to the campus indicating that the Army was planning to withdraw almost all soldiers from the colleges. For some weeks no official statement came but the men came to believe that their program of education was to be interrupted. This almost completely ruined the morale in the various classes. The men saw very little good of making any further effort and they simply waited for orders to go to some military camp. It was quite evident that they felt they had been "let-down" and deceived.

Late in February and during the early days of March the men were leaving the campus. On March 13 official word was received by the University from the Army that the educational program which had been planned at Clark was discontinued. Our contract called for ninety days' notice and therefore the Army officers assured us that the University would be reimbursed for all financial obligations made on behalf of the government that became due up to June 13, 1944. Colonel Alexander and a few of his officers remained on the campus for several weeks in order to take care of the property of the Army. By May 1 all government employees officially connected with the enterprise had left the University.

Acceleration of the College Program

Soon after the United States declared war upon the Axis Powers, we began to feel the pressure from the undergraduate men students and later from some women students for an opportunity to accelerate their programs and complete just as much of their college work as possible before being drafted for service in the armed forces of the nation.

In the spring of 1942 these matters were taken up by the faculty and a proposal was made to the trustees that a twelve-week summer session, divided into two units of six weeks each, should be conducted in order that students might continue their college work throughout that period. The faculty volunteered to give their services for this purpose as a contribution to the war effort and especially because they were ready to do everything they could to help the young men who were to be taken away from college and put into the armed forces.

When, in 1943, the University was requested by the Army to take over the training of a number of their men a schedule of four twelve-week terms was necessary. We opened in the fall of 1943 on September 12. After twelve weeks there was an interruption of one week and the second term of twelve weeks was opened. At the close of the second term we had another free period of one week. By that time we knew that the Army work in most of the colleges was to be abandoned but we continued on the same schedule in the conduct of the civilian college and closed the academic year on June 2, 1944.

Plans had already been made, expecting that the Army would be here "for the duration", to continue throughout the summer for another term of twelve weeks. The faculty and trustees decided that it was desirable to carry out the program as planned in order to accommodate a number of students in residence and high school graduates who might like to get started promptly in their college programs. The summer term opened on June 12 and continued to September 1. An opportunity was provided for those who wished to be in residence for six weeks. We divided the summer term into two units. The second half opened on July 24.

After the Army left the campus a demand became audible from members of the faculty and from some of the students for a return to a two-semester schedule in the conduct of the work of a regular academic year. Early in May of 1944 the faculty voted to reestablish the semester system beginning in the fall of that year.

The accelerated program made it possible for our own students to accumulate credits towards their bachelor's degree more rapidly than had been customary at the University. High school students could begin their college work immediately upon graduation and thus accumulate considerable credit toward a college degree before being drafted for military service. The law regarding the drafting of young men made it possible for any man to remain free until he was 18 years of age and the draft boards commonly allowed any man to complete the semester or term of study in which he was engaged, even if he had reached the age of 18. As a result of these conditions many young men coming directly from high school completed a year or one year and a half of college work before they were called to the colors.

Many of the college women have taken advantage of the accelerated program and thus shortened their periods in the undergraduate division of the University. So many students have wanted the long summer term that it will be incorporated in the 1945 program.

Leaves of Absence for War Work

During normal times leaves of absence granted to members of the faculty are commonly made for one semester or one year at a time. With the coming of the war emergency, requests began to come from members of the faculty for leaves of absence "for the duration." Some men were invited to enter upon research work associated with the war effort. Others wished to enlist in the armed forces and their enlistment was to be for the period of war and six months after the declaration of peace. As the plans for conducting the war magnified and the demand for more and more men arose, one after another of the faculty was invited to take a position in connection with some of the several agencies set up by the government. Nearly half of the members of our faculty have been selected as experts needed by the nation in the war effort.

Dr. Robert Goddard, who had been away for some years carrying forward a research project on rocket propulsion, asked to have his leave of absence extended in order that he might serve the United States Navy. That branch of the armed forces virtually demanded his services and his entire staff with their laboratory equipment. Dr. Goddard packed up everything at his headquarters near Roswell, New Mexico, and moved into the laboratories of the Navy at Annapolis. He was granted a leave of absence with the understanding that the termination of the leave could be reviewed at any time at the request of either party. In 1943 it became evident that we must secure additional help in the field of physics and, since Dr. Goddard could not return to meet the needs of the University, he resigned his position and thus made it available for someone else who could look forward to permanency on the staff at Clark.

In 1942 Dr. Duncan P. MacDougall, of the Department of Chemistry was granted a leave of absence to undertake research work in the field of explosives at the Bureau of Mines in Pittsburgh. In 1945 Dr. MacDougall indicated that he was in doubt about wishing to return to academic work and authorized the administration to consider his position as vacant.

Dr. James A. Maxwell, in the field of economics, was invited in 1942 to serve in the Office of Price Administration, where he carried for a time a large responsibility in connection with the rationing of oil throughout the nation. Late in 1944 he transferred to a position in the Department of State.

Dr. Arthur F. Lucas, of the Department of Economics and Sociology, joined the staff of the Office of Price Administration, first in the Worcester office, later in Washington. Dr. F. Eugene Melder, of the same department, was invited to assist in the work of the War Labor Board and was first assigned to duties in Detroit, to work on certain of the labor problems presented by the automobile industry.

Dr. Donald E. Super, of the Department of Psychology, enlisted in the Army and received at once a commission as lieutenant. He was assigned to duties as a psychologist giving tests and doing personnel work with the enlisted men. For many months he was stationed at Nashville, Tennessee.

Dr. Clarence F. Jones, formerly of the School of Geography, is now serving in the staff of the Office of Strategic Services.

Dr. George H. Blakeslee was invited to join the staff of the State Department to engage in research work bearing on the problems which our government will face in negotiations with nations of the Far East.

Dr. Wallace W. Atwood, Jr., was called to the staff of the Office of Strategic Services where he was assigned to the directorship of a laboratory in which relief model maps are being made of strategic areas where military campaigns are likely to occur. He was first commissioned Captain in the Army and in January of 1945 promoted to the rank of Major.

Dr. Hudson Hoagland, Professor of Physiology, requested a leave of absence to undertake a research project bearing upon the fatigability of airplane pilots.

Dr. Roy C. Gunter, Jr., of the Department of Physics, has been granted a leave of absence to assist in instructional work in electronics in the laboratories of M.I.T. where naval officers are being trained.

Dr. John B. Sampson, of the Department of Physics, has been granted a leave of absence to undertake work at the Curtis Wright airplane plant in Buffalo. Both of these young physicists gave full services to the Army while the trainees were in residence at Clark. When the Army left, the University had no immediate need of their services.

Dr. Robert H. Brown was away for the year 1942-43 to carry on research at the plant of the Foxboro Optical Company. His studies had an important bearing upon the perfection of precision instruments used in the war. He was away again during the first semester of the academic year 1944-45 at work on psychological problems involved in reading instruments at the battle fronts.

Dr. Dwight E. Lee was away during the year 1942-43 and was associated with war work carried on under the direction of the Foreign Policy Association.

Dr. Norris D. Hoyt, of the Department of English, sought a commission in the United States Navy and was accepted in June of 1944. He was granted a leave of absence with an understanding that he could return to the University for at least one year of service.

In 1944 Dr. H. Donaldson Jordan was called by the Office of Strategic Services and granted a leave of absence to undertake work for that division. His leave of absence is for two years beginning June, 1944.

During 1943-44 Dr. W. Elmer Ekblaw and Dr. Samuel Van

Valkenburg were engaged at various times as consultants serving in Washington as experts. They provided critical information to agencies that were collecting geographical material for the use of the Army officers. Dr. Van Valkenburg gave considerable time to the Office of the Quartermaster General of the Army where he was working out climatic conditions at various Army camps scattered throughout the world. His studies bore directly upon the problem of food and clothing to be provided for the men in those places during different seasons of the year.

Altogether 19 in a faculty which normally has 40 members have been called upon to serve the nation in very direct ways in connection with the war effort. That is a very high percentage of a university faculty and probably higher than that of any other faculty among the colleges and universities of this country. In addition to the men who have left the campus several other members of the faculty have been called upon to give orientation lectures at the Army camps and at certain of the naval training stations and hospitals in New England. Many lectures have been given at the University and these have been made available to the public. The public lectures were a part of the program in Civilian Morale service for which the University was selected and appointed as a key center for central Massachusetts. These lectures set forth the background of this war and assisted in clearing up public opinion on many critical problems that were of vital significance at the moment.

Nursing Education

During the academic year of 1942-43 proposals came to us from people associated with the hospitals and public health service of Worcester to provide training in certain of the sciences for young women who wish to go into the nursing profession. The war was calling for an ever-increasing number of nurses. The civilian needs were being sacrificed in many communities so that trained nurses could leave for military camps and hospitals. Every effort was being made to encourage young women who were interested in nursing to enter upon the necessary training for that profession.

Representatives of each of the hospitals met with the officers of the University and considered plans for the introduction of a course of training which should lead to the title of Registered Nurse (R.N.). This work involved training at the University in anatomy, bacteriology, chemistry, micro-biology, physiology and psychology. The training in the art of nursing and the practical applications of that art in the care of patients was to be provided at the hospitals. The candidates for the R.N. degree were to live at the hospitals and give part of their time in service at those institutions.

The University agreed to undertake the instruction in the scientific work required in the curriculum for the R.N. degree and City Hospital immediately took advantage of this offer. At the other hospitals in Worcester the administrative officers found it impracticable to send students to the University because of the transportation difficulties. The street car service was slow, tiresome, and expensive. The only practical plan would be a bus which would call at the hospitals and bring the students directly to the University and return with them after they had finished their work in the classrooms and laboratories. City Hospital was within walking distance for the students and was therefore not faced with the problems of transportation.

In the first term of the academic year 1942-43 about 45 students registered for work at the University; in the second term there were about 60 nurses registered. During the following year, 1943-44, there were two groups; one in the fall included about 65 students, and in the spring term another group of 50 came to the University for instruction.

During the academic year 1943-44 the group of people interested in nursing education, including most of those directing such work in the several hospitals in Worcester, met with a number of the Clark faculty and worked out a program for a more advanced course in nursing education. They wished to provide facilities for those who had already completed the work for an R.N. certificate and who wished to work on for a Bachelor of Science degree in Nursing Education. The profession of nursing appears to be very much undersupplied with those who have completed work for a bachelor's degree and are qualified to become instructors in the nursing schools, or in the hospitals, to serve as directors of public health or on State Boards of Nurse Examiners, or to accept positions as superintendents or directors of nursing education.

At conferences of this informally organized committee it was pointed out that during the last few years 70 different colleges and universities in this country, recognizing this need in their communities, had adopted plans for the organization of a division of nursing education. Reports were received from various sources which indicated that there was no place nearer than Simmons College and Boston University where those at work or living in Central Massachusetts or nearby states could secure the necessary education for the degree of Bachelor of Science in Nursing Education. Public health officials and directors of schools of nursing in the hospitals reported that there were at least 150 members of the nursing profession in or near Worcester who should take advantage of an opportunity if provided in this city for advanced work in nursing education.

Considerable time was spent by members of this informal committee, which included members of our faculty, in drawing up recommendations for the establishment of a Division of Nursing Education in this University. Those recommendations were taken before the faculty at Clark and adopted by that body. They were then referred to the Board of Trustees with the recommendation that such a division should be established in the University and that a director of Nursing Education should be appointed. On February 26, 1944, the Board of Trustees approved the recommendation made by the faculty and plans were at once made to establish a division of nursing education at Clark.

The informal committee was transformed into an advisory council for the Division of Nursing Education at the University and organized as follows:

DR. WALLACE W. ATWOOD, Chairman

MRS. ALBERTA M. TRUNCK, R.N., Co-Chairman, Director of Nursing Service, Worcester City Hospital

MRS. KATHERINE M. STEELE, R.N., Pres. Worcester County League of Nursing Education, Worcester State Hospital

MISS ELLA L. PENSINGER, R.N., Executive Director Worcester Society for District Nursing

DR. BARDWELL FLOWER, Superintendent Worcester State Hospital

MISS MARGARET L. BOYLE, R.N., Director of Public Health Nurses, Dept. of Public Health, Worcester

MISS ELLA L. RAFUSE, R.N., Director of Nursing Education, Memorial Hospital

MISS EDNA LAWSON, R.N., Supt. Harvard Hospital

MISS IRENE KUHN, R.N., Supt. Worcester Hahnemann Hospital

MISS ELEANOR BOWEN, R.N., State Board of Nurse Examiners, State House, Boston, Massachusetts

MISS MARY A. MAHER, R.N., Supervisor, Schools of Nursing, State of Massachusetts

DR. RUDOLPH NUNNEMACHER, Secretary, Asst. Professor of Biology

Dr. David Potter, Professor of Biology

Dr. Homer P. Little, Dean of Clark College and Professor of Geology

For convenience in transacting routine matters that might come before the Council an Executive Committee was appointed as follows: Dr. Wallace W. Atwood, Chairman; Mrs. Alberta M. Trunck, R.N., Co-Chairman; Dr. Bardwell Flower; Dr. Rudolph Nunnemacher, Secretary; Dr. Homer P. Little, Dean of Clark College.

During the academic year 1944-45 there were 64 students registered for the R.N. training in the fall and 17 in the spring. Miss Margaret Shay, who had been engaged as Director of Nursing Education, began her services in September of 1944. Thirty-nine students registered for work leading to the Bachelor of Science in Nursing Education during the fall semester and 24 during the spring.

Advanced Clinical Course in Psychiatric Nursing

During the academic year 1944-45 plans were worked out in cooperation with the Worcester State Hospital for an advanced course for registered professional nurses who wished to specialize in the field of psychiatric nursing. Those who wish to enter upon this work must have graduated from or be in affiliation with a hospital for the mentally ill. Three semesters' work of 16 weeks each have been organized for this special course. During the first semester the students will give full time to residence work at Clark University, receiving instruction in General Psychology, Dynamics of Personality, Sociology, Physiology, and Principles and Methods of Teaching in Nursing Education. During the second 16 weeks they will receive instruction in Neuropsychiatry, Advanced Psychiatric Nursing, Therapeutic Approaches to Psychiatric Nursing, Chemotherapy, Shock Therapy, Hydrotherapy, Occupational Therapy, Recreational

Therapy, Educational Therapy, Diet Therapy, and carry on field work which will require about 24 hours a week. For the field work they will receive credit at the University. The hospital will virtually serve as a great laboratory for training those who wish to enter upon this kind of professional work.

During the third semester of 16 weeks the time will be divided between work at the University and at the Worcester State Hospital. At the hospital they will receive training in the Community Aspects of Psychiatric Nursing and at the University they will take courses in Trends in Nursing and Nursing Education, Teaching in the Hospital Unit, and Administration in the Hospital Unit. During this third semester they will continue their field work at the hospital, do 24 hours a week, and receive credit for that at the University as laboratory work. For the three semesters the students may earn 30 hours of credit towards graduation at the University.

During at least a part of the time students registered for this course will live at the State Hospital and may give sufficient service at that institution to be on a part-time salary basis.

We anticipate that there will be a very great increase in the demand for nurses trained in this special field of work. The demand at present is not met by the number who have had training in institutions for the mentally ill. Through the cooperation of the staff officers at the University and the State Hospital there will be furnished not only laboratory practice but expert training in the sciences, in administrative problems, and in the many phases of psychiatric nursing. Few places in America will be as well equipped to offer professional training in this special field.

THE 1944-45 FORUM PROGRAMS

In September of 1944 a proposal was received by the University from the United Nations Information Office, which had been set up in New York City, to cooperate with the local broadcasting station, WTAG, and present each week forum conversations about the people and problems of the several nations united in efforts to overcome the Axis Powers. The United Nations Office agreed to send each week an official representative of the nation whose affairs were to be discussed in the forum program. The President of the University was asked to serve as Chairman or Moderator and secure one or two additional experts for each one of the conversations to be broadcast. The additional members of the forum could be from the faculties of New England colleges or universities or they might be other citizens of the New England community who were particularly well acquainted with the country under consideration.

The programs were all held in Atwood Hall. They were preceded by organ music characteristic of the country for which the program was planned. The national anthem of that country and the Star Spangled Banner were on the evening program. Tickets were issued for admission so that those who were interested in being present during the broadcast could be accommodated in the auditorium. Following each broadcast there was a question and answer period during which the people in the audience were cordially invited to present questions to the different speakers.

Each of the forum programs was recorded and the University has received a disk, on which the forum is inscribed. These recordings have been broadcast by short wave through the Office of War Information to other countries and replies have come by radio from several distant lands, expressing sincere appreciation of the services of good will which have characterized these forum programs. Direct messages have been received by radio from Australia, China, Russia, Canada, and one from the Belgian Congo.

The first in the series, at which Dr. Lyman Bryson, Director of Education for the Columbia Broadcasting System, served as Chairman, had a world-wide hook-up and many replies were received from other parts of the world where that program was heard. This was made possible through cooperation with the Canadian Broadcasting Company and the British Broadcasting Company. The forum program dealing with Canada was rebroadcast throughout that country and many favorable reactions have reached us from those who listened. Some Canadian papers have published editorials expressing appreciation of the services for better understanding that Worcester and the University were rendering to the world. The other programs have been sent out through the services of WTAG and reached the central New England area. From these broadcasts comments have come through letters, postal cards, and personal remarks from hundreds of sources and it is reasonable to believe that the forums have had a listening audience of about 100,000.

At the forum program conducted for the Union of South Africa, we were delighted with a surprise which Mr. Moolman the official representative of that nation brought with him. He had an 800 foot colored moving picture taken by the people of Worcester in the Union of South Africa as an expression of appreciation to the people of Worcester, Massachusetts, for our interest in establishing better understanding and stronger friendships between the peoples of the two nations. The film had been taken with great care and with artistic skill and is one of the most beautiful films that has ever been produced of an African area. It depicts the life and activities as well as the scenic beauty in the landscape near the city of Worcester in the Union of South Africa.

The forum programs at the University have been a part of the larger project entitled "Worcester and the World", sponsored primarily by WTAG and the *Telegram* and *Gazette* newspapers. A committee of Worcester citizens has been organized with the Mayor serving as Chairman and during the week when Worcester was devoting considerable attention to any one country the flag of that country was displayed at the City Hall. The Worcester Art Museum has commonly had an exhibit of art works from that country. The Public Library has had a table on which recent books pertaining to the country under consideration were displayed. The Women's Club has had a special speaker and on many occasions the Rotary and Kiwanis Clubs have had speakers who were particularly well acquainted with the nation to which the week was dedicated. Some of the speakers who came to Worcester for this purpose addressed audiences in the Worcester high schools, others spoke at churches where groups were called together for this purpose. Each week members of the forum came to the University and conducted a seminar for graduate students. We have virtually had a series of international seminars at the University during the academic year 1944-45 and a very distinguished group of visiting speakers. The programs for these forums follow:

"CAN JAPAN BE STOPPED FROM FIGHTING ANOTHER WAR?"

September 30, 1944

Dr. Lyman Bryson, CBS Director of Education—Chairman
Harold Timperley—Former Australian adviser to Generalissimo Chiang Kai-Shek. Author and adviser on Far Eastern Affairs.
Hugh L. Keenleyside—Assistant Under-Secretary of State for External Affairs in Canada and a graduate of Clark University
Dr. C. M. Chen—Counsellor at the Chinese Embassy in Washington, D. C., graduate of Tsinghua College, Peiping, China

"WHY DID JAPAN COVET AUSTRALIA?"

October 5, 1944

Dr. Wallace W. Atwood—Chairman
Allan Dawes—Australian War Correspondent
Paul Brown—Assistant in Foreign Department of Norton Company and resident of Australia for two years
Dr. Samuel Van Valkenburg—Professor of Political Geography, Clark University

"WHAT IS THE ROLE OF A SMALL STATE LIKE BELGIUM IN THE POST-WAR WORLD?"

October 12, 1944

Dr. Wallace W. Atwood—Chairman

Henri Fast—Deputy Commissioner of Information for Belgium in the United States; Managing Editor of the magazine *Belgium* and President of the Belgian Liberal Press Association. Past Chairman of the United Nations Information Board.

Dr. Leland M. Goodrich—Director of World Peace Foundation; Associate Professor of Political Science, Brown University

Dr. Samuel Van Valkenburg—Professor of Political Geography, Clark University

"CANADA AND THE UNITED STATES: WHY AND HOW ARE THEY INTERDEPENDENT?"

October 19, 1944

Dr. Wallace W. Atwood—Chairman

Hon. Hugh D. Scully—Canadian Consul General for the United States

Dr. Theodore Newton—Associate Chairman of the United Nations Information Board, on leave from McGill University, Montreal

Dr. Douglas Bush—Professor of English, Harvard University

Robert Kirkpatrick—Canadian by birth and Sales Manager, Refractories Department, Norton Company

"CHINA'S PLACE IN THE POST-WAR WORLD"

October 26, 1944

Dr. Wallace W. Atwood—Chairman

Prof. Paul C. T. Kwei—Dean of the Science College, National Wuhan University, Member of the Chinese Study Group on Post-War Problems in the United States

Prof. Y. R. Chao—Former Director of the Institute of History and Philology, Academy of Science in China and now at Harvard University

Prof. Chi Yun Chang—Harvard University

Roscoe H. Goddard—General Secretary, Worcester Chamber of Commerce

"CAN CZECHOSLOVAKIA MAINTAIN A DEMOCRACY IN CENTRAL EUROPE?"

November 2, 1944

Dr. Wallace W. Atwood—Chairman

Dr. Jan Papanek—Minister Plenipotentiary from Czechoslovakia

Dr. Zdenek Kopal—Czechoslovak Professor on Faculty of Harvard University

Ernest Abeles—Former Czechoslovak, now American citizen in Worcester

"WHAT ARE THE PROBLEMS OF DENMARK—TODAY AND TOMORROW?"

November 9, 1944

Dr. Wallace W. Atwood—Chairman
Dr. Henrik Kauffman—Danish Minister to the United States
Erland Gjessing—Former American Consul in Denmark
Harold R. Robinson—Vice-President, Chase National Bank, New York

"HOW WILL FRANCE RE-ESTABLISH HERSELF AS A WORLD POWER?"

November 16, 1944

Dr. Wallace W. Atwood—Chairman
Guerin de Beaumont—Consul General of Government of French Republic in the United States
Waverly Root—Radio Commentator and Journalist
Pierre de Lanux—Member of French High Commission to the United States; Doctor of Humane Letters, Middlebury College

"WILL GREAT BRITAIN LOOK EAST OR WEST AFTER THE WAR?"

November 23, 1944

Dr. Wallace W. Atwood—Chairman
Harold Butler—His Majesty's Minister to the United States
Rev. Thomas S. Roy—First Baptist Church, Worcester
Andrew B. Holmstrom—Vice-President of Norton Company and Resident Representative of Norton Company in England for several years.

"WHAT PLACE CAN GREECE OCCUPY IN THE POST-WAR WORLD?"

November 30, 1944

Dr. Wallace W. Atwood—Chairman
Andre Michalopoulos—Former Minister of Information and Member of the Greek Cabinet
Rev. Theo P. Theodorides—Pastor of Greek Orthodox Church, Worcester
Prof. Charles A. Robinson, Jr.—Brown University, specialist in Greek studies.

"IS IT BEST FOR INDIA TO BE ORGANIZED AS A SELF-GOVERNING DOMINION OF THE BRITISH EMPIRE OR AS ONE OR TWO INDEPENDENT STATES?"

December 7, 1944

Dr. Wallace W. Atwood—Chairman
T. A. Raman—Information Officer with Government of India Information Services

Colonel K. S. Himatsinhji—British-Indian Army, now attached to the Agency General for India in Washington, D. C., as Military Liaison Officer with the rank of General Staff Officer (First Grade).

Rev. Harold G. Jones—Pastor of Central Congregational Church, Worcester

"WHAT ADVANTAGES ARE THERE FOR LUXEMBOURG IN REMAINING AN INDEPENDENT SOVEREIGN STATE?"

December 14, 1944

Dr. Wallace W. Atwood—Chairman

Hon. Hugues Le Gallais—Luxembourg Minister to the United States

Mr. Andre Wolff—Luxembourg Government Commissioner of Information

Mr. A. V. Boursey—Professor of Modern Languages, Holy Cross College

"THE NETHERLANDS"

January 18, 1945

Dr. Wallace W. Atwood—Chairman

Dr. N. A. C. Slotemaker De Bruine—Director of the Netherlands Information Bureau in New York

Dr. A. P. A. Vorenkamp—Professor at Smith College

"NEW ZEALAND"

January 25, 1945

Dr. Wallace W. Atwood—Chairman

John S. Reid—First Secretary and Charge d'Affaires at the New Zealand Legation, Washington, D. C.

Dr. Basil G. Bibby—Dean of Tufts Dental College

"HOW WILL NORWAY MEET THE TEST OF LIBERATION?"

February 1, 1945

Dr. Wallace W. Atwood—Chairman

Torolv Kandahl—Director of the Royal Norwegian Information Bureau, New York

Olof Rebstadt—Vice-President and Treasurer of Johnson Steel and Wire Company

"TO WHAT EXTENT SHOULD PHILIPPINE-U.S.A. CO-OPERATION BE MAINTAINED AFTER THE WAR?"

February 8, 1945

Dr. Wallace W. Atwood—Chairman

Hon. Jaime Hernandez—Secretary of Finance, Commonwealth of the Philippines

Solomon V. Arnaldo—Department of Information and Public Relations, Commonwealth of the Philippines

Rev. Walter Meagher, S.J.—Professor of History, Holy Cross College

"WHAT'S AHEAD FOR POLAND, IN VIEW OF THE BIG THREE SETTLEMENT?"

February 15, 1945

Dr. Wallace W. Atwood—Chairman

Michal Kwapiszewski—Minister Plenipotentiary of the Polish Embassy in Washington

Dr. Oscar Halecki—Professor of Arts and Sciences, Fordham University

"WHAT IS THE UNION OF SOUTH AFRICA'S ROLE AS A UNITED NATION?"

February 22, 1945

George Foxhall—Chairman (Editorial Writer of the Worcester Telegram Publishing Company)

Dr. Wallace W. Atwood—President of Clark University

Henry M. Moolman—Director of the Union of South Africa Information Office in New York

"HOW CAN SOVIET-AMERICAN FRIENDSHIP BE STRENGTHENED?"

March 1, 1945

Dr. Wallace W. Atwood—Chairman

Stepan Z. Apresian—Soviet Vice-Consul in the United States

Professor Ernest J. Simmons—Cornell University

"HOW WILL GOVERNMENT BY THE PEOPLE BE ESTABLISHED IN YUGOSLAVIA?"

March 8, 1945

Dr. Wallace W. Atwood—Chairman

Ante Pavelic—Yugoslav Consul General of Cape Town, South Africa

Ivo Modercin—Press Attache and Yugoslav Representative, U.N.I.O., New York City

Dr. Samuel Van Valkenburg—Professor of Political Geography at Clark University

"HOW CAN TRADE AND CULTURAL RELATIONS BE BEST PROMOTED BETWEEN THE AMERICAS?"

March 15, 1945

Dr. Wallace W. Atwood—Chairman

Miss Raquel Eidelman—Graduate Student in Medical School at Harvard University from Lima, Peru

A. M. Romero—Export Manager, Standard Mill Supply Co., Providence, Rhode Island

"PATHS TO UNDERSTANDING"

March 25, 1945

Dr. Wallace W. Atwood—Chairman

Cimon P. Diamantopoulos—Greek Ambassador to the United States
Dr. Theodore F. M. Newton—Director, Canadian War Information Board, New York City
Dr. Robert Valeur—Director, French Press and Information Service, New York City
Carl A. Berendsen—New Zealand Minister Plenipotentiary

In the spring of 1945 near the close of the series of broadcasts, three separate radio awards were made to the WTAG station: the Alfred I. DuPont Radio Award for "outstanding public service in encouraging, promoting and developing American ideals of freedom . . . loyal, devoted service to the nation and to the community", the *Variety* Magazine Award of a plaque for "helping to make one world-blueprint for the future", and third, the George Foster Peabody Award for "outstanding public service by a regional station". WTAG is the first radio station to win three major awards in one year. We are all particularly pleased to have helped in this cooperative civic enterprise, and it is particularly interesting to learn that at least seventy cities have undertaken United Nations programs in which they will carry out, in so far as they can, plans such as we have used in Worcester.

Publicity and Public Relations

During the last decade or so in keeping with plans which were being developed by most colleges and universities, we have given considerable attention to public relations and publicity. A committee on publicity with members of the faculty and trustees present have laid out several plans which should lead to a more widespread acquaintance with the educational facilities at Clark. Illustrated pamphlets and circulars for those who have inquired for information about Clark have been made available. Local newspapermen have been engaged to send items of news to the home papers of college students. We have held each year a meeting of the Association of

High School Principals of Worcester County. Those men have been our guests and at their meetings held at Clark members of our faculty have joined with them in the consideration of problems of common interest. Each year we have held a meeting of the Clark Alumni who are engaged in teaching in the high schools of Central New England. This group includes a considerable number of men and women. They have been invited to cooperate with us in discovering and encouraging high-grade, well prepared students to apply for admission to Clark.

One of the most interesting and effective programs which we have conducted has been a high school basketball tournament for the schools in the Central Massachusetts area. Thousands of young people have attended these basketball tournaments. We have served as hosts and at each of these gatherings the President has awarded the prizes to the winning teams. High school students of Worcester and vicinity have been invited as our guests to attend many dramatic entertainments at the University.

A well organized public relations office has not yet been established. That will require the services of one especially interested in Clark and well qualified. Such service should go much farther than introducing the college to high school students. Widespread publicity should be given to all scholarly work being carried on at the University. The meetings of scientists and the conduct of educational conferences in which various professional groups are interested, the publication of important books by members of the faculty, and all new progressive movements made by the faculty in promoting the work at the University should be given wide publicity. Clark should become known for the highest of educational ideals and expert services.

A well trained public relations officer might well maintain a placement bureau and relieve the members of the faculty and the Dean of many problems which come to us as the students reach their senior year. About 50 per cent wish to go on with advanced studies and they must select a graduate school and arrange to meet admission requirements. Others wish to find opportunities to be of service in the business world or in the social agencies of this or other communities. Some are thinking of government service and need advice in qualifying for such work. We have never had anyone who made it his particular duty to help in the placement of our graduates or to contact the various agencies that need college trained people.

INTEGRATION IN THE SOCIAL STUDIES

There never was a time in the history of our country or of the world when an understanding of international affairs was so important. We are moving into an era during which international relations will be paramount. They will undoubtedly be front page material over and over again during the years immediately ahead of us.

All that science has done to bring the peoples of the world into closer contact with each other and make this world seem smaller than ever before, means that we are not only in communication with each other but we are in competition with each other. Commodities should move freely between the various countries of the world. Ideas will move more freely. Given freedom of the press, freedom of radio, freedom in the distribution of journals, magazines, moving pictures, books of all kinds, the people of no country in the world will be barred from the knowledge that comes through developments in the intellectual and industrial life in any part of the world. Only through a free and honest distribution of knowledge can there be such understanding that peace may be maintained.

Over a century and a half ago, Thomas Jefferson wrote to James Madison as follows: "And say, finally, whether peace is best preserved by giving energy to the government, or information to the people. This last is the most certain, and the most legitimate engine of government. Educate and inform the whole mass of the people. Enable them to see that it is to their interest to preserve peace and order, and they will preserve them. And it requires no very high degree of education to convince them of this. They are the only sure reliance for the preservation of our liberty."

The people in each of the United Nations must desire peace and be willing to make the necessary sacrifices. Compromises will be made, new adjustments are inevitable. Statesmen, government officials or an international police force cannot maintain order throughout this world unless the people want it. We must rely upon public opinion, the will of the people, in the last analysis. International cooperation in education must come if we are to succeed in maintaining security for all nations, and justify the sacrifices now being made in millions of homes widely scattered throughout the world. May those sacrifices be immortalized by the establishment of an abiding peace.

Scholars dealing with historical backgrounds, geographic environments, world economics, social psychology, or the psychological factors in international problems have a grand opportunity to be of service. If all those at this University offering advanced courses of instruction in the social studies, including psychology, could unite on their objectives and integrate their work and that of graduate students, Clark University might soon become preeminent in the study of international affairs. A small graduate school has tremendous advantages over the large ones.

Integration in the Natural Sciences

No university studies have contributed more to the welfare and comfort of peoples in this world during the last century than those in the natural sciences. These fields of work are well established in institutions of higher learning. Clark has already made notable contributions in physics, chemistry and biology and among its Alumni from these departments there are eminent scholars who have brought credit to their Alma Mater. At another place in this report, I have emphasized the need of more modern equipment in the natural science laboratories and the desirability of a new Science Hall. Those departments are at present undermanned but with the return of our highly trained men now in public service and the growth of the institution, the vacancies in the staff should be filled. I believe close association and cooperation in these fields of work is very desirable.

Our Return to Normal Enrollment

When the young men and women now engaged in government service can return to the colleges, Clark should quickly regain its full enrollment of about 500 students in the undergraduate division and 100 to 150 in the graduate division.

I hope to see the faculty strengthened by the addition of a number of eminent scholars and superior teachers so that the full advantages of attendance at a small liberal arts college will be available for our students. I am convinced that a comparatively small college, like ours, with good physical equipment and with a group of superior teachers of adequate scholarship can provide the best opportunities for the higher education of young people.

When the world returns to a more normal condition and we have an income from tuition which will more than offset the shrinkage of income from endowment funds, we should pay better salaries, increase somewhat the number in our faculty, effect cooperation and integration in the social studies, improve our equipment in the science laboratories, and move on into a period of more effective service to this community and to the nation.

PROPERTY ASSETS OF THE UNIVERSITY

	ESTABLISHED				PRESENT VALUE
General Endowment Fund	By	1920	with	$ 616,671.65	$ 568,446.83
Library Endowment Fund	"	1920	"	119,545.04	127,498.40
Residuary Estate	"	1920	"	3,082,476.99	2,876,069.67
Jonas Clark Legacy to College Dept.	"	1920	"	39,099.81	38,711.54
Carnegie Fund	"	1920	"	100,000.00	100,097.79
George S. Barton Fund	"	1920	"	13,429.20	19,564.10
John White Field Fund	"	1920	"	773.07	919.63
Clock Fund	"	1920	"	1,810.32	4,173.88
Subscription Account	"	1920	"	66,753.89	34,676.96
Dodge Fund	"	1920	"	1,249.91	1,496.68
Alumni Association Fund	"	1920	"	2,691.28	6,671.07
Wright Memorial Fund	"	1920	"	6,198.16	14,113.13
James Smith Bequest	"	1920	"	20,989.83	16,514.03
Hadwen Bequest	"	1920	"	1,505.18	3,563.56
Hadwen Estate	"	1920	"	37.64	
Smith Battles Fund	"	1920	"	8,908.51	16,787.34
Henry A. Willis Fund	"	1920	"	5,222.33	6,462.60
Livermore and Ambulance Scholarship Fund	"	1920	"	2,152.88	2,328.22
Worcester I.O.B.B. Scholarship Fund	In	1921	"	1,389.23	2,320.30
Elizabeth Draper Robinson Bequest	"	1922	"	2,000.00	5,114.01
Arthur F. Estabrook Fund	"	1923	"	75,317.48	121,394.50
Prentiss Hoyt Fund	"	1923	"	427.93	641.77
Mary S. Rogers Scholarship Fund	"	1924	"	10,000.00	26,150.88
Ida F. Estabrook Fund	"	1926	"	20,077.24	29,210.98

				ESTABLISHED	PRESENT VALUE
Levi Knowlton Fund	"	1926	"	11,000.00	19,964.58
G. Stanley Hall Fund	"	1926	"	160,290.09	202,788.50
A. George Bullock Fund	"	1927	"	5,000.00	32,242.33
A. George, Mary C. and Alexander H. Bullock Fund	"	1928	"	10,251.34	
Sarah M. Thurber Loan Fund	"	1928	"	5,149.25	9,811.59
Sanford Memorial Fund	"	1929	"	4,390.59	4,807.58
Faculty Women's Club Fund	"	1929	"	730.99	4,828.23
Ruth A. Hoar Fund	"	1929	"	1,667.65	48,879.44
Libbey Fellowship Fund	"	1931	"	6,077.86	27,715.64
Austin S. Garver Fund	"	1932	"	13,047.30	19,773.58
Louis N. Wilson Fund	"	1932	"	5,807.63	6,349.07
Class of 1913 Scholarship Fund	"	1933	"	100.29	245.44
Francis H. Dewey Bequest	"	1934	"	5,108.75	6,481.75
Alumni Loan Fund	"	1934	"	345.85	6,030.66
Estabrook Loan Fund	"	1934	"	505.62	5,412.26
Amie H. Coes Fund	"	1935	"	2,010.00	2,519.73
Charles B. Randolph Fund	"	1935	"	3,018.86	3,330.42
Building Fund	"	1937	"	58,400.87	
Gymnasium Fund	"	1937	"	44,501.00	
Library Addition Fund	"	1937	"	100,000.00	
Edmund C. Sanford Fund	"	1937	"	2,846.10	6,245.02
Edward Davis Thayer Fund	"	1938	"	100,000.00	102,486.20
Charles B. Randolph Scholarship Fund	"	1939	"	5,400.00	5,900.61
Charles H. Thurber Fund	"	1939	"	2,000.00	5,710.48
Class of 1940 Scholarship Fund	"	1940	"	50.00	54.97
Reginald Bryant Allen Fund	"	1940	"	1,000.00	1,206.10

		ESTABLISHED	PRESENT VALUE
Class of 1941 Scholarship Fund	" 1941 "	68.86	75.09
Theodore T. and Mary G. Ellis Scholarship Fund	" 1941 "	40,047.37	210,223.60
Gordon A. Hubley Scholarship Fund	" 1941 "	22,576.95	24,739.76
Haskell Talamo Loan Fund	" 1942 "	350.73	367.68
Class of 1943 Scholarship and Loan Fund	" 1943 "	20.00	20.00
Women's Department, Scholarship Fund	" 1943 "	1,200.00	442.00
Women's College Department	" 1943 "	3,280.82	4,305.07
Lucius E. Eldred Fund	" 1944 "	1,566.11	1,566.11
Harris Glick Fund	" 1944 "	100.00	100.00
Dept. of History and Int. Relations Fund	" 1944 "	5,017.43	5,017.43
Morton L. "Sonny" Lavine Fund	" 1944 "	1,000.00	1,000.00
Wallace W. Atwood Research Fund	" 1945 "	10,100.00	10,100.00
Sinking Fund, University Endowment	(1920)	26,377.39	37,374.76
Sinking Fund, Residuary Estate	(1920)	31,849.66	43,124.48
Sinking Fund, Unexpended	(1937)	7,005.28	15,364.61
Sinking Fund, Expended	(1938)	7,270.96	
Unexpended Balances	(1920)	463,232.55	464,817.92
Land and Buildings, Assessors' Valuation	(1920)	$ 600,000.00	$1,243,100.00
Scientific Apparatus, Machinery and Furniture	(1920)	75,000.00	70,400.00
New Gymnasium	(1939)	178,392.40	178,392.40
Library	(1920)	150,000.00	536,569.62
New Addition to Library	(1939)	229,465.74	
Total Property Assets—Sept. 1, 1944		$7,393,812.58	
Total Property Assets—Sept. 1, 1920		$5,435,975.29	
Increase 1920-1945		$1,957,837.29	

PART II

THE GRADUATE SCHOOL OF GEOGRAPHY

During my administration the outstanding educational service which has been added to the work of this University has been in the field of graduate studies in geography. I have been intimately associated with this work in classroom, field, and administration. We have established certain traditions, received gifts and memorial funds, organized the alumni, placed between 250 and 300 of our graduates in the profession, published twenty volumes of a quarterly journal which is read by many in this country and in foreign lands, produced jointly a large number of volumes and magazine articles dealing with different phases of geography. Many have helped in this enterprise and I have been anxious that the story of its beginning be told accurately somewhere.

The Establishment of the School

The Board of Trustees was forward-looking and adventurous when they established the Graduate School of Geography at Clark. In the year 1920 comparatively few in the academic profession in this country believed that there was any need for more than an elementary knowledge of geography. In Europe the situation was very different. Geography had been developed with strength throughout their school systems. Several western European nations had offered advanced studies in this field for many years. They financed elaborate investigations and cartographic work, bearing upon the geography of their home countries and of other parts of the world in which they were interested. The best maps produced anywhere in the world were coming from the workshops of western Europe. In the institutions of higher learning and in certain of the government agencies, where a knowledge of geogaphy was recognized to

Library and School of Geography Building be of critical importance in international affairs, intensive and extensive studies in geography were being supported.

In the United States the study of geography was discontinued by most students at the close of the sixth or seventh grade. Our nation had in the past been guilty of neglecting thorough studies in the physical, social and economic environments of peoples in different parts of the world. Many members of the academic profession in the United States in 1920 sneered at any suggestion that geography should be studied in college and thought that the idea of graduate work in the field of geography was ridiculous. Even professors of history, economics, and international relations, fields of study in which a thorough knowledge of geography is of fundamental importance, could not see any justification for this new adventure at Clark. For most of them geography began and ended with the bounding of states and the naming of capitals. They were not beyond the stage of sailor geography with an interest solely in the location of places. Among some members of our home faculty, of that day, this feeling was so strong that distinct efforts were made to discourage the President and to prevent Clark students from taking courses in geography. For at least ten years while the school was growing rapidly and receiving high standing graduate students from many of the leading colleges of this country and many from foreign lands very few Clark undergraduates elected any work in the new division.

FIELD STUDIES

In establishing the School of Geography plans were made to provide opportunities for the staff members to travel and carry on field studies in different parts of the world. It is essential that we have in America more men who have a first-hand, intimate knowledge of the geographic conditions in the various parts of the world. Geographers, as well as geologists, must be field workers, otherwise they will be second-hand dealers retailing the work of others with little or no inspirational power in training students. Nowhere in America had geographers been given adequate opportunity to do field work. They had not become laboratory students in the science. They were arm-chair specialists, entirely dependent upon the writings of others in antiquated literature, encyclopaedias, compendia, gazetteers, books, or magazine articles. When they found anything written by geographers of foreign lands who really knew in a first-hand way the countries about which they were writing they were fortunate indeed.

The Clark School of Geography inaugurated in the United States a movement to provide for field studies by members of the faculty. One after another of the universities where advanced studies in geography are pursued has followed our example and allowed the staff members opportunities to go into the laboratory and carry on out-of-door studies. Fellowships are now granted by certain foundations in support of field studies in geography. The Association of American Geographers now has a research fund, the income from which is to be used for this same purpose. The Institute of International Education has helped many young geographers to spend a year or two of study in a foreign country.

Each member in the staff of our Graduate School of Geography has carried on extensive field studies. One lived for five years in the Netherland Indies and while in that part of the world became familiar through field excursions with many of the peoples and lands of the Oriental nations. He is also intimately acquainted with Western Europe. Another has spent four years in the Arctic, conducted many field studies as an economic geologist, carried on field work as a geographer in the British Isles, Scandinavia, and Russia. A third is particularly well acquainted with much of southwestern Europe and northwestern Africa. He has also carried on extensive field studies in North America. One who was long a member of our staff was particularly well acquainted with field conditions throughout Latin America. Ellen Churchill Semple, who contributed much to the growth of our School of Geography, was intimately acquainted with the lands and peoples of the Mediterranean region and Western Europe. Doctors O. E. Baker, Curtis Marbut, and Homer Shantz, who served temporarily as visiting professors, coming to us from departments in the government, were all trained in field work and thus added greatly to the original contributions that the staff members could make to each group of graduate students who came here for training. Dr. Charles F. Brooks, long a member of our staff, was a most enthusiastic field worker. My own intensive field studies have been more in North America than anywhere else. They have included between thirty and forty seasons in the field and have taken me to each of the states and for three long seasons into Alaska. Field excursions in England, continental Europe, Mexico, Guatemala, in nearly all the countries of South America, and many of the West Indian Islands have been carried out. I have also put in a long field season in South Africa and another in the Orient.

My own field studies have been financed at no expense to the University but we have subsidized others so that they might be absent from the University and from their homes and devote long periods to field work without incurring large addition expense.

At Clark we have organized field training for each of our graduate students. In 1927 the staff instituted a plan of taking all of those registered in the Graduate School of Geography into the field during the first month of each academic year. Our plans involved having the members of the staff and the graduate students living together in camp and devoting all of their time during the field season to direct observations, field interpretations, and the systematic mapping of facts gathered in the field.

Each season we have selected a new area so that it would serve as an "unknown quantity" and provide a challenge to the members of the staff as well as to the students. In that way our students have had the opportunity of seeing just how more experienced field workers go to work and if they make mistakes how they correct their mistakes. The areas selected have provided variety in relief, soils, and types of land utilization. In some of the areas we have found considerable differences in climatic conditions and in almost every case very interesting industrial centers were studied. The entire Connecticut Valley within the state of Massachusetts has been studied intensively by our graduate students. The entire area of Cape Cod and portions of the Blackstone and the Merrimac Valleys have been studied in the same way. Various regions within a reasonable distance of Worcester have served as our outdoor laboratories for field training. When Dudley Stamp, the British geographer, came to this country and explained to Americans the land utilization survey which he was carrying on in England, he was surprised to find that we had been doing just that kind of work with our students for about ten years.

In the fall of 1934 we organized a training period in field studies which occupied three months. This required the purchase of seven automobiles and seven trailer coaches. Six of the coaches provided sleeping accommodations for the party. One was equipped as a kitchenette. When we reached an area which had been selected for intensive studies, the coaches were arranged as a cabin camp and provided with electric lights from a local circuit. A large tent placed near the kitchenette coach served as a dining room.

There was a full registration of students for this expedition. Every place in the outfit was occupied and we started out about the middle of September westward, stopping for our first period of intensive study in the Finger Lakes region of New York State. There we had a type of geographic region where farming predominates, but with considerable industrialization. It is an area which has been intensely glaciated and the ice action has affected the topography, soil, and drainage throughout the area. We moved southward and paused in central Pennsylvania for another period of about ten days or two weeks for intensive study of a prosperous farming region in the folded Appalachian Mountains. Moving on still farther south we visited the Shenandoah Valley and there carried on intensive studies. The party spent about two weeks in the Great Smoky Mountains where we had an entirely different type of topography from that which we had studied at the earlier stations, hence a very different pattern of settlement and a very different economy. Our next stop was in the vicinity of Birmingham, Alabama. There we were still in the Appalachian Mountain belt but in a region where mineral resources have led to the development of a great industrial center. The attention of the students was turned largely to industrial geography. The next stop for intensive studies was at New Orleans where trade, international commerce, and the life in a great seaport became the chief fields of interest.

Throughout all the journey the various members of the staff took advantage of whatever was illustrated along the route of travel and made use of that in their instructional work.

Turning eastward from New Orleans the party followed near the Gulf Coast into Florida and enjoyed a period of intensive study in the great peninsula of Florida. There sub-tropical agriculture and some plantation life were illustrated. The students visited the citrus fruit regions, the commercial vegetable growing area, sugar cane plantations, and the tung oil orchards.

Coming northward we paused and set up camp at Columbia, South

Carolina. There as at many other of our stations we were guests of a university and enjoyed many advantages by having our camp located on a campus. Our studies in that region included the topography, soils, natural vegetation, and land utilization but the stop was selected primarily to make an intensive study of the industries which had sprung up recently in the Piedmont belt of the Carolinas and Georgia.

The South Carolina station was the last for intensive, systematic studies but as we moved northward through Virginia and the Middle Atlantic states every advantage was taken to point out additional field problems and examples of geographic features of significance that were illustrated along the route of travel. We returned to Worcester about Christmas time, having remained in the field about as long as it was practicable unless we stayed in the deep south.

That three months in the field was probably the most outstanding piece of educational work that we have done since the establishment of the Graduate School of Geography. Nearly everyone of the party on that expedition is now holding an important position in the profession. The members of the staff profited much by the experience and many scientific papers have been published as a result of the work carried on at one or another of the stations where the longer stops were made.

The "Three Months in the Field" was a very strenuous program, especially for the members of the staff. Those who found it necessary to return to Worcester two or three times during the period added to their intensive work of ten to fifteen hours a day in the field while with the students hurried journeys to Worcester and return. We continued to carry on some courses of instruction in geography on the campus at Clark for undergraduate students. The few graduate students who could not arrange to accompany the expedition in the field received personal attention from the members of the staff whenever they returned to the home base.

The motorized equipment purchased by the Clark Geographical Excursions Inc. has continued to be of service in succeeding field seasons. When setting up camps in New England where cabin space is not adequate for the party, we take a few of the trailers to that location and thus supplement the accommodations which we rent for a field season. Each year the automobiles are assigned to different groups in the student party and used by them in their field work. Since the cars are in service but a few weeks each year they have not depreciated much and the cost of maintenance has been low. They are not the latest models in cars but they are still very serviceable.

We have required of nearly 100 per cent of our candidates for the Doctor's degree that their theses be based upon independent field studies. Many of the theses accepted in fulfillment of the requirements for the Master's degree have been based upon original field studies. Out-of-door laboratory studies, where students do independent work and by solving real problems gain intellectual power and self-confidence, have been fundamental in our training of young people to enter the profession of geography.

The Geography Workroom

In making provisions for a graduate school it was important to provide a place where there would be favorable conditions for study and a workshop or laboratory atmosphere. Geographers cannot secure the best training by simply listening to lectures and reading books. In addition to the importance of their field work they must learn how to do independent work in cartography and graphics. They should become research workers and in so far as possible get the habit of doing original, creative work. Each advanced student is an individual problem in the processes of education. Mass education at the graduate level, if not at all levels, is ineffective. Those institutions where the enrollment is so large that each student cannot be treated as an individual do not produce scholars and those who become scholars independently are not much helped by attending such universities.

For graduate students in geography there should be easy access from the workroom to the library and to the map collections, and there must be special facilities for work in cartography. This involves equipment used in the enlargement or reduction of maps, tracing tables with glass tops and electrically lighted, map mounting equipment, as well as a large collection of charts and graphs. The preparation of all kinds of graphic illustrations including charts, on which statistical material is clearly displayed, is an important part of the training of all those who wish to present, in an effective way, the results of research work.

In starting our Graduate School of Geography we set aside the first floor of the Geography Building for a workroom and when the Libbey Library was presented to the school we incorporated that in alcoves of the workroom. Mr. Guy H. Burnham, one of the early graduates of the school, was engaged by Dr. Louis N. Wilson, the librarian at that time, as curator of the Map Department and he has continued to serve in that capacity. Mr. Burnham has developed a high degree of skill in cartography and, at his own expense, attended the University of Chicago in order to receive special training in that field of work. He has offered courses in cartography providing students with an opportunity to become acquainted with the various projections used in the construction of maps, to know their advantages and disadvantages, and to acquire skill in map-making, lettering, and coloring.

Our map collection, which has grown to be very large, is one of the best collections of modern maps in this country. It has been carefully catalogued and inventories are taken regularly, twice each year. In the workroom we have provided a number of racks so that students may have before them, while at work, wall maps too large to be used on tables. The mounting and repair of maps has required a large amount of time. Mr. Burnham has taken that over and does the work in the basement space below the first floor of the workroom. That one service has already saved the library thousands of dollars, for map mounting is expensive work to have done at commercial houses.

Over the doorway of the workroom I placed the following quotation: "The very best kind of education is obtained in doing things one's self under competent direction and with good guidance," by Charles W. Eliot. President Eliot had years of experience in training students through the laboratory methods and I believe he has made a most profound statement regarding the process of education. His ideals are today represented in many of the most progressive schools for little children, in institutions for advanced studies at the graduate level which have been established recently in this country, and in some of the better graduate schools. They are followed also in laboratories of the natural sciences if the teachers of those sciences are interested in the problems of education. The thought expressed by President Eliot has been an inspiration to all of us in the School of Geography throughout the twenty-five years and I believe the idea has taken hold with a large majority of our alumni. Several of them have established workrooms similar to ours in the institutions where they are engaged and a very large number of them have become productive scholars. Many of our alumni have continued field studies which have led to the production of authoritative books on distant lands or on selected areas of this country.

In the workroom we have installed a number of very useful and interesting relief models and have stored there the 14,000 lantern slides presented to the institution by the trustees of the Libbey estate. A considerable number of general reference books, atlases, a full series of the United States Geological Survey Professional Papers, Bulletins and Folios are in the workroom cases. We have also arranged an exhibit of the portraits of the staff members and of those who have received the Ph.D. degree in geography from Clark.

With the increasing demand for more work in cartography we have equipped a space in the basement directly below the workroom for that work and for examining and annotating airplane photographs. Fluorescent lighting has been provided, a large electrically lighted tracing table with a glass top has been installed, and each student has a desk which has been built especially for work in map making.

The weather bureau station could not very well be placed in our workroom or in the Geography Building but we found space on the top floor of the Science Hall for the installation of the self-recording instruments. On the roof of that building we placed the weather vane, rain gauge, and anomometer. At this station all students in meteorology may have an opportunity to become familiar with the various instruments used in recording weather conditions. Outdoor observations are frequently made from the roof of the Science Hall. By combining the information obtained from the instruments with their own direct observations the students train themselves in making weather forecasts for the immediate vicinity.

CALLS FOR TRAINED GEOGRAPHERS

The demand for the product of the new School of Geography developed very rapidly. There were many more calls than could be met and those who received the Master's or Doctor's degrees from Clark were soon engaged in professional work. Many of them have now moved into high places of service in the World War efforts of this nation. The alumni list of the school, which appears elsewhere in this report, will indicate as far as is possible at this time where they are now located. This list should help anyone to judge fairly of some of the contributions which Clark has made in establishing the profession of geography in this country.

Many of the demands for geographers came from universities and colleges where they wished to add geography to the curriculum. Sometimes the demand came from a department of economics and at other places a department of history was particularly anxious to have a geographer added. The teacher training colleges have been one of the fields from which a large demand has come for well-trained geographers. Those institutions always demand excellent teachers and candidates who are interested in training others to be good teachers.

At a few of the universities geography became associated with the department of geology and the members of that department usually offered work in general geology and geomorphology for students majoring in geography. Of late years, however, there has been a tendency to establish independent departments of geography. At a few universities where geology and geography were closely associated they have been separated and organized as distinct departments.

Agricultural colleges have called for men trained as soil specialists or land utilization specialists. The new soil science, podology, is a branch of geography and one that is making very important contributions in the study of man's adjustment to his environment.

With the general awakening in America of an interest in geography during World War II the high school educators have become aroused and calls are now coming in from many parts of this country for teachers of geography prepared to enter upon secondary school work. This movement is sweeping like a tidal wave over the country. One indication of the strength of this movement is in the frequent and persistent demands from textbook publishers for authors who will prepare books to meet the demands from the high schools. With 29,000 high schools in this country, where about 7,113,000 students are enrolled, the publishers see large business possibilities in the introduction of more geography into these schools.

Another series of demands for geographers came from departments in the government in Washington. The Department of Commerce called for men particularly trained in economic geography and foreign trade. The Department of Agriculture early recognized the value of geographic training in the classification of lands and in problems related to the best use of lands and this department has employed a number of our men. Soil conservation and the prevention of destructive erosion are problems for a geographer. The Weather Bureau has always wanted more well-trained men and women in meteorology and climatology than we could supply. With the development of aviation new calls have come for weather forecasters. Such experts should be provided for each of the major landing fields throughout the world. The Library of Congress and certain large municipal libraries have called upon the profession for candidates particularly interested in cartography who can take charge of their map departments. The National Archives has employed a number of geographers.

The very alert magazine publishers of the last decade have called upon us for people trained in geography to assist in their editorial departments and in the preparation of maps. Textbook publishing houses are constantly alert for those in this profession who will and can write suitably for the schools or colleges. Other publishing houses are on the lookout for geographers who are familiar with interesting parts of the world and who can present their knowledge in a form attractive to the general reader.

War Service Training Program

In the summer of 1942 in response to many requests for geographers to assist in the war effort, a special War Service Training Program was set up at Clark under the general direction of Associate Professor Wallace W. Atwood, Jr. The regular members of the staff cooperated in offering instruction to those who wished to prepare themselves as quickly as possible to be of service as specialists in geography in the war effort. Fifteen additional geographers, representing other training centers or government agencies in Washington cooperated in this program. Throughout the academic year 1942-43 a longer and more intensive program of training was carried on and at the close of that period a certificate was issued to each one who had satisfactorily completed the prescribed work. Everyone of those young people went into service for the government to help in the war emergency as specialists in cartography or geographical research. Our experience in training men and women for service to the nation during the war period has emphasized the importance of cartography. A map is a geographer's special means of expression. All who enter upon the profession of geography should have a certain amount of basic training in cartography. They should understand and be able to interpret the many different kinds of maps. Demands are coming to us from publishing houses for experts in cartography.

The War Service Training Program included the following:

Lecture Program
- Geography of the War Zones
- Meteorology
- Strategic Materials
- Relief and Coastal Features

- Productive Capacity and Raw Materials
- Topography and War Strategy

Laboratory Program

- Cartography and Graphics
- Map Reading and Use of Map Collections
- Interpretation of Aerial Photographs
- Operation of Weather Station

Field Program

- Field Studies (Sept. 28 - Oct. 10)

Research and Seminar Program

- Research Conferences
- Coordination Seminars

GEOGRAPHERS AND THE WAR EMERGENCY

With the entrance of the United States in World War II the calls for expert geographers became sensational. Long distance telephone messages were received from Washington asking for ten, twenty, and thirty geographers all at once. The Army, Navy, and the Marines needed more geographers, the War College, State Department, Office of Strategic Service, Office of War Information, and Air Forces demanded experts in the field of geography. Many of the men and women in the colleges were soon drafted to go to Washington and serve the nation during the emergency of war. At least 72 men and women trained at Clark in geography and who hold graduate degrees from this institution have entered the service of the government as experts and in addition there are engaged in the same kinds of work at least 20 who have received their training in geography at Clark but who have not completed their work for a graduate degree. Many interrupted their studies at the University in order to enter upon professional work in the war effort. They have been assigned to geographic research or cartography in which their training had qualified them to be of special service.

The Army and the Navy when called upon to fight a world war soon discovered that most of their men knew so little geography and had so little knowledge of map reading that the situation was pitiful. Hundreds of new maps were made and geographic data about many parts of the world were collected as rapidly as possible.

The Topographic Models Section of the Office of Strategic Services was organized and is now administered by Major Wallace W. Atwood, Jr., a member of our staff released for this service. The techniques of construction and the various uses of these relief models cannot be stated at this time. The Model Section has a staff of nearly thirty at all times. They are men and women familiar with topographic maps, map reading and map interpretation. Many of them received their training at Clark, some of them having specialized in aerial photo interpretation. The relief model is one of the important contributions which the profession of geographers has made to the Army, Navy, and Air Forces of the Allied Nations.

Professor Samuel Van Valkenburg, a member of our staff, in association with an alumnus from the school, Dr. Paul Siple, who is a major in the Army, has carried out very extensive studies in climatology for the Office of the Quartermaster General. These studies have guided the Quartermaster in making plans for clothing, food, and other supplies to be sent to the various camps located in regions of widely different climatic conditions. The weather at many of these stations, where the Army, Navy, Marine, or Air Force units are located, changes from month to month and the supplies sent to the men should change just as rapidly. The selection of such supplies must be based upon a scientific knowledge of temperature, moisture, wind and storm conditions at these various stations. Dr. Van Valkenburg and Dr. Siple have prepared many special climatic maps for the armed forces.

Professor W. Elmer Ekblaw has served as special consultant in the Office of War Information and when Dr. Clarence F. Jones left Clark he first joined the staff of the Board of Economic Warfare.

When the program of educating about 300,000 men of the Army in the colleges was undertaken more geographers were called for than had ever been produced in this country. Idle professors of Greek, Latin, Philosophy, or Sanskrit were transformed overnight into geography instructors and called upon to teach the fundamentals of the geography of Europe or the Pacific. The situation was ridiculous in many institutions where they had no trained geographers in their faculties. Where there was one trained geographer available, he would meet the professors, not otherwise engaged, in a class each evening and prepare them for teaching the lesson of the next day. Presidents and deans from all over the country wired or telephoned to us for more geographers. The field of learning which had been ignored by many academic people as unworthy of a place in a college or university had suddenly become of the greatest importance to the nation.

PUBLICATIONS OF THE STAFF AND ALUMNI

Each member of our staff has had frequent invitations to write and most of them have accepted some of those opportunities. Several of the alumni of our Clark School of Geography who now hold responsible positions in other university or college faculties have become authors of textbooks which are widely used throughout this country. Some of those authors have become eminent authorities on the geography of certain portions of the world. The books published by those who have been regular members of the staff of the School of Geography during these first twenty-five years now number 55, those published by members of our alumni body is not less than 32. Some of these books are used in very large quantities. The normal sale during a single year of the books in these lists will run from 500,000 to 600,000 volumes. In addition to books, the staff and members of the alumni of the School of Geography have published at least 300 magazine articles. Two hundred and fifty-three separates which have come in from the alumni have been bound in nine large volumes entitled "Collected Papers of the School of Geography" and placed in the Clark library.

ECONOMIC GEOGRAPHY

In 1925 we established a quarterly journal entitled *Economic Geography*. It is the only periodical in the English language dealing with that highly important field of knowledge. Since its foundation the Director of the School has served as editor-in-chief, but Dr. W. Elmer Ekblaw has served as assistant editor and deserves chief credit for conduct of the publication. The other members of the staff have served as associate editors. *Economic Geography* has given to the Clark Graduate School a certain distinction that we should not fail to appreciate. The journal is now regularly received by most of the leading libraries of this country including those of the colleges and universities where advanced studies in geography are conducted. The subscription list includes a large number of American and British geographers, a lesser number from the countries of Western Europe, and a few from the Far East, Australia, New Zealand, South Africa, and South America.

In connection with the founding of this journal Dr. Charles H. Thurber, former president of the Board of Trustees, deserves special credit. He urged the Director of the School of Geography to enter upon this publishing plan and agreed to share with him for the first five years any deficit there might be. He lived up to that contract and met his share of a deficit of about $30,000 during that period. Both of us were pleased at the close of the five years to be able to turn the magazine over to the trustees as a self-supporting enterprise. We turned over also to the university about $20,000 worth of back numbers of the journal. Today the back numbers in storage, of the twenty volumes already published, have a value estimated to be between $40,000 and $50,000. When libraries that have not heretofore been subscribers for the journal decide to add it to their list of periodical publications, they commonly ask for a full set of back numbers and from that source there is a considerable income each year.

Cooperation with the Foreign Service Educational Foundation

During 1943 and the early part of 1944 there was organized a Foreign Service Educational Foundation with headquarters in Washington, D. C. This organization set up a School of Advanced International Studies and a Foreign Service Training Center, where work began about November 1st of 1944.

While perfecting their organization the Director of the new school, Dr. Halford L. Hoskins, who had served for many years as the Dean of the Fletcher School of Law and Diplomacy, invited the Clark Graduate School of Geography to enter into a plan of cooperation with the Foreign Service Educational Foundation and arrange to provide at their training center the courses in geography which should be introduced into its program. For many years our studies of geography have emphasized the bearing of geographic factors upon the growth of nations, foreign trade, the occupations of people in various parts of the world, and very naturally upon international relations. The significance of geography in the conduct of the war and in all military studies has been emphasized over and over again. The great commercial houses of this country that look forward to expanding their trade with people in other countries are now making preliminary arrangements for the training of their representatives to be sent to foreign lands.

With the opening of the new school Dr. Samuel Van Valkenburg was assigned to resident duty in Washington and during the first semester he offered instructional work in the fields of Political

Geography and the Geography of Europe. For the second semester of 1944-45 arrangements were made for Dr. Rollin S. Atwood, an alumnus of the Clark School of Geography, with long experience as a university professor, and now a member of the State Department, to offer instructional work in the field of Economic Geography.

By the terms of cooperation approved by the Board of Trustees a reasonable number of graduate students registered at Clark, on the nomination of the faculty, are permitted to have all the advantages of the Washington center of training without paying any tuition. During the fall semester of 1944-45 one graduate student in the School of Geography took advantage of that opportunity. Plans for cooperation during 1945-46 have been authorized by our Board of Trustees.

Worcester Course of Study in Geography

During the years 1928-1930 I carried the responsibility with Dr. D. C. Ridgley, who was then Professor of Geography in Education at the University, of organizing a new course in geography for the Worcester public schools. We did this at the request of Superintendent Walter S. Young. Carefully selected committees of teachers and principals worked with us in this project. A special committee was selected for the work in each grade. They devoted a considerable amount of time and thought, each individual accepting a special assignment for a portion of the revised curriculum. All reports were carefully reviewed by the respective committee to which they were assigned. In time we had an entirely new course of geography beginning with the work in the fourth grade and continuing through the eighth grade.

While this work was in progress Thomas F. Power, who was then Assistant Superintendent and now is Superintendent of Schools, served as Chairman ex-officio of all committees of teachers and cooperated in a very helpful way in keeping the work moving forward with the least possible delay. Between sixty and seventy teachers helped in this project and to them should go a large degree of credit for what was accomplished.

In 1930 this new course of study was published by the School Department and made available to all members of the school system in Worcester. Requests began to come in from outside of Worcester and for several years calls came from more and more distant places. Many of the cities that secured copies of this course of study adopted it for use in their school systems. The work with the seventh and eighth grade committees made it evident that a new book should be prepared and the volume entitled, "The World at Work", which was first produced in 1931, is really a result of the studies carried on with the Worcester teachers. That book is not only used in the Worcester schools but very widely throughout this nation and in some foreign lands.

THE LIBBEY LIBRARY

The most notable gift to the Clark School of Geography is the library of the late Professor William Libbey, long Professor of Physical Geography at Princeton University. It was presented to Clark University by his widow, Mary E. Libbey, and the executors of Professor Libbey's will.

The library consists of about 8,000 bound volumes, 1,400 pamphlets, and several hundred maps. An original map prepared by von Humboldt is in the collection. The library is preeminently valuable for research in geography. Professor Libbey took great pains and pride in acquiring complete sets, beginning with Volume I, Number 1, of the geographic periodicals published in Europe and in this country.

Dr. Libbey had prepared at very great expense a card catalogue of geographic literature significant to those who are carrying on geographic research. This catalogue and a collection of about 14,000 lantern slides included with the gift of books are now held as a part of the Libbey Library. Mrs. Libbey also presented a large collection of Indian baskets secured by Dr. Libbey in his many travels and a number of instruments formerly used by him in surveying and in oceanographic investigations. A portrait of Professor Libbey was presented by Mrs. Libbey and this now hangs in the room set aside for the William Libbey Library.

The William Libbey Memorial Fund

In the spring of 1931 Mrs. Libbey presented to the University a fund of $6,000 with which to establish the William Libbey Memorial Fund, with the provision that the income from that fund may be used at the discretion of the staff in the Graduate School of Geography to help graduate students or members of the staff in carrying out research studies in physical geography. The income may also be used to publish the results of William Libbey research projects. By bequest Mrs. Libbey made an additional gift to the William Libbey Memorial Fund which has, to date, increased the total amount in the fund to $27,715.64

The Wallace W. Atwood Research Fund

In the fall of 1944 Mrs. Atwood joined me in establishing the Wallace W. Atwood Research Fund, the income of which may be used, at the discretion of the staff in the Graduate School of Geography, for the promotion of field studies in geography by any member of the staff or any one of the alumni holding a graduate degree from the School of Geography, or for the publication of results of such research work.

After twenty-five years have passed since the establishment of this fund the Trustees of the University may continue the plans set forth above, or use the principal and any accrued interest for any purpose which, in their judgment, is for the best good of research work in progress at the university.

In establishing the fund we made a deposit of $10,100.

ALUMNI OF THE SCHOOL OF GEOGRAPHY

PH.D. LIST

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
	1922	
Clune, Mary C.	Technical High School, Springfield, Mass.	
Branom, Frederick K.	Chicago Normal College, Chicago, Ill.	
	1923	
James, Preston E.	Univ. of Michigan, Ann Arbor, Mich.	Lt. Col., Army, Office of Strategic Services
Switzer, Jesse E.	Univ. of Indiana, Bloomington, Ind.	
	1925	
Buzzard, Robert G.	President, Eastern Ill. State Teachers College, Charleston, Ill.	
McConnell, Wallace R.	Miami University, Oxford, Ohio	
Varney, Burton M.	Univ. of Calif., Los Angeles, Calif. (deceased)	
White, C. Langdon	Stanford University, Palo Alto, Calif.	
	1926	
Casto, E. Ray	Emory and Henry College, Emory, Va. (deceased)	
Ekblaw, W. Elmer	Clark University	Special Consultant, Office of War Information*
Jonasson, Olof G.	Geographic Institute, Gothenburg, Sweden	
Russell, H. Harrison	State Teachers College, Bloomsburg, Penna.	
Van Cleef, Eugene	Ohio State Univ., Columbus, Ohio	
	1927	
Bengtson, Nels A.	Univ. of Nebraska, Lincoln, Neb.	
Cooper, Clyde E.	Ohio University, Athens, Ohio	
Richard, Gragg	Mining Geologist (deceased)	

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*For a portion of the war period.

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
	1928	
Atwood, Rollin S.	Univ. of Florida, Gainesville, Fla.	State Department, Washington, D. C.
Shipman, Julia M.	Mt. Holyoke College, South Hadley, Mass.	Board of Geog. Names, Washington, D. C.*
Van Royen, William	Univ. of Maryland, College Park, Md.	Board of Econ. Warfare, Washington, D. C.*
	1929	
Barnes, Carleton P.	Dept. of Agriculture, Washington, D. C.	
Baugh, Ruth E.	Univ. of California, Los Angeles, Calif.	
Freeman, Otis W.	Indiana Univ., Bloomington, Ind.	
Gooze, Charles	Deceased	
Koeppe, Clarence		Lt. Col., Army
LaFleur, Albert	Haverford College, Haverford, Penna.	
Page, John L.	Univ. of Illinois, Urbana, Ill.	
Prator, Moina	Deceased	
	1930	
Atwood, Wallace W., Jr.	Clark University	Maj., Army, Office of Strategic Services
Burgy, J. Herbert	University of Illinois, Urbana, Ill.	State Department, Washington, D. C.*
Burrill, Meredith E.	Dept. of Interior, Washington, D. C.	Board of Geog. Names, Washington, D. C.*
Cunningham, Floyd C.	State Teachers College, Florence, Ala.	
Hudgins, Bert	Wayne Univ., Detroit, Mich.	
	1931	
Cressey, George B.	Syracuse Univ., Syracuse, N. Y.	State Department, Washington, D. C.*
Campbell, Edna Fay	Chicago, Illinois	Board of Geog. Names, Washington, D. C.*
Diettrich, Sigismund	Univ. of Florida, Gainesville, Fla.	State Department, Washington, D. C.
Foscue, Edwin J.	So. Methodist Univ., Dallas, Texas	Board of Geog. Names, Washington, D. C.*
	1932	
Anderson, Esther	Univ. of Nebraska, Lincoln, Neb.	War Department, Washington, D. C.*

*For a portion of the war period.

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
	1933	
Milstead, Harley P.	State Teachers College, Montclair, N. J.	
Primmer, George	State Teachers College, Duluth, Minn.	War Department, Washington, D. C.
Shaw, Earl B.	State Teachers College, Worcester, Mass.	Board of Geog. Names, Washington, D. C.*
	1934	
Botts, Adelbert K.	State Teachers College, Trenton, N. J.	
Darkenwald, Gordon G.	Hunter College, New York, N. Y.	
Ekblaw, Sidney	Univ. of Kansas City, Kansas City, Mo.	
Gibson, J. Sullivan	Univ. of Indiana, Bloomington, Ind.	U. S. Naval Aviation Base, Memphis, Tenn.
Tatham, George	Univ. of Toronto, Toronto, Canada	
	1935	
Carls, J. Norman	State Teachers College, Charleston, Ill.	Lt., Navy
Erickson, Franklin C.	Univ. of North Carolina, Chapel Hill, N. C.	Office of Strategic Services, Washington*
Lemaire, Minnie	State Teachers College, E. Stroudsburg, Pa.	
	1936	
Mason, Carol Y.	Tulsa Univ., Tulsa, Okla.	
Whittemore, Katheryne T.	State Teachers College, Buffalo, N. Y.	
	1937	
Allen, Agnes	State Teachers College, Flagstaff, Ariz.	
Church, Phil E.	Univ. of Washington, Seattle, Wash.	Inst. of Meteor., U. of Chicago, Chicago, Ill.
Oliver, A. Russell	Univ. of No. Dakota, Grand Forks, N. D.	Capt., Army (overseas)
Ristow, Walter W.	New York Public Library, New York, N. Y.	War Department*
Stotz, Carl L.	Univ. of Pittsburgh, Pittsburgh, Pa.	State Department, Turkey*
	1938	
Pico, Rafael	Univ. of Puerto Rico, Rio Piedras, P. R.	
Quam, Louis O.	Univ. of Colorado, Denver, Colo.	Lt., Navy, Washington, D. C.
Roberts, M. Catherine	State Teachers College, Potsdam, N. Y.	

*For a portion of the war period.

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
	1939	
Carlson, Albert S.	Dartmouth College, Hanover, N. H.	
Culbert, James A.	State College, State College, New Mexico	
McCune, Shannon	Ohio State Univ., Columbus, Ohio	Foreign Economic Administration
Siple, Paul A.		Maj., Army, Washington, D. C.
	1940	
Lloyd, Trevor	Dartmouth College, Hanover, N. H.	Canadian Gov. Service (overseas)
Pearcy, G. Etzel	Trans. & West. Air., Washington, D. C.	
Zeller, Rose	State Teachers College, Charleston, Ill.	
	1941	
Fountain, Lawrence	Oak Park High School, Oak Park, Ill.	
Guernsey, Jackson E.	State Normal School, Fredonia, N. Y.	Lt., Army, Office of Strategic Services (overseas)
Morrison, Paul C.	Michigan State College, E. Lansing, Mich.	
Schwendeman, Joseph R.	Univ. of Kentucky, Lexington, Kentucky	
Simpson, Robert B.	College of City of New York, New York, N. Y.	Lt. Col., Army (overseas)
	1942	
Adkinson, Burton W.		Office of Strategic Services, Washington, D. C.
Brierly, William B.		Sgt., Army, Office of Strategic Services
English, Van H.		Capt., Army, Office of Strategic Services
Nystrom, J. Warren	Univ. of Pittsburgh, Pittsburgh, Pa.	
	1943	
Parson, Ruben L.	State Teachers College, Troy, Ala.	Major, Army (overseas)
West, Anthony J.	State Normal School, Brockport, N. Y.	
	1944-45	
Balk, Helen H.	Worcester, Mass.	
Loa, David Kai-Foo		Office of Strategic Services, Washington, D. C.
Prunty, Merle	Miss. State College, Columbus,	Lt. Navy
Warman, Henry J.	Clark University	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
M.A. LIST		
1922		
Andrew, Paul E.	Supt. of Schools, Clovis, Calif.	
Burnham, Guy H.	Clark University	
Donnelly, Everett C.	Leominister High School, Leominster, Mass.	
Russell, Edward D.	Worcester, Mass.	
1923		
Jackson, Eric P.	Deceased	
LaFleur, Albert P.	Ph.D. List	
Russell, J. Francis	Lakewood, Rhode Island	
Shank, Marjorie P.	State Teachers College, Carbondale, Ill.	
Shipman, Julia M.	Ph.D. List	
1924		
Cammett, Stuart	Southeastern High School, Detroit, Mich.	
Howe, George F.	Teachers College, New Britain, Conn.	
Knight, Ella B.	Deceased	
Robertson, Ina C.	State Teachers College, Valley City, N. D.	
Russell, H. Harrison	Ph.D. List	
1925		
Atwood, Rollin S.	Ph.D. List	
Girard, Lillian	Address unknown	
Mason, Carol Y.	Ph.D. List	
Post, Clarence	State Normal School, Glenville, W. Va.	
Saunders, Richard M.	Univ. of Toronto, Toronto, Canada	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
Swett, Phelps N.	Middlebury College, Middlebury, Vt.	
Thomas, Katheryne (Whittemore)	Ph.D. List	
	1926	
Baugh, Ruth E.	Ph.D. List	
Burrill, Meredith	Ph.D. List	
Keller, Donald	Indiana Univ. Ext. Div., E. Chicago, Ill.	
Martin, Mrs. Maude	Cleveland Heights, Ohio	
Milstead, Harley P.	Ph.D. List	
Noble, Dorothy (Brooks)	Teachers College, Westfield, Mass.	
Packard, Leonard	Teachers College, Boston, Mass.	
	1927	
Atwood, Wallace W., Jr.	Ph.D. List	
Barnes, Carleton P.	Ph.D. List	
Forsythe, Marion B.	Waddington, New York	
Gooze, Charles	Ph.D. List (deceased)	
Gueffroy, Edna	State Normal University, Normal, Ill.	
Hart, Mrs. Isabelle	State Teachers College, Oswego, N. Y.	
Horne, Edith (Crane)	Chicago, Illinois	
Hunt, Thomas F.	State Normal School, Bellingham, Wash.	
Koeppe, Clarence	Ph.D. List	
Laidlaw, Ruth (Cole)	Omaha, Nebraska	
Page, John L.	Ph.D. List	
Ripley, Mabel	Parker High School, Chicago, Ill.	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
Schwendeman, Joseph R.	Ph.D. List	
Weber, J. Henry	Daily News, New York, N. Y.	
	1928	
Addicott, Harold B.	State Teachers College, Moorhead, Minn.	
Cunningham, Floyd C.	Ph.D. List	
Hanratta, Anna	St. Johns, Michigan	
Holzhauer, Carl F.	Southeastern High School, Detroit, Mich.	
Hoyt, Edith (Holzhauer)	Detroit, Michigan	
Huang, Yu-Jung	Yenching Univ., Peiping, China	
Lee, Harriet E. (Hirst)	Brearley School, New York, N. Y.	
Mitchell, M. Adelphia	Sam Houston S. T. C., Huntsville, Texas	
Rucker, Robert W.	State Teachers College, Hyannis, Mass.	
Schlesselman, George	Houston, Texas	
	1929	
Avery, Mrs. Eula	Tappan Junior High School, Ann Arbor, Mich.	
Fitton, Edith	Library of Congress, Washington, D. C.	Board of Geog. Names, Washington, D. C.
Glasgow, James	State Teachers College, Ypsilanti, Mich.	
Keller, Lois R.	Junior High School, Shaker Heights, Ohio	
McDavitt, Neva	State Normal University, Normal, Ill.	
Means, Margaret	High School, Bloomington, Ill.	
	1930	
Clarke, Katherine (Hafstad)	Weather Bureau, Washington, D. C.	
Erickson, Franklin C.	Ph.D. List	
Gregory, Elizabeth (Benedictus)		Foreign Economic Administration, Washington
Hutter, Harry K.	Grad. student, Clark University	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
McQueeny, Theresa	Worcester, Mass.	
Schneider, Leonard	John Hay High School, Cleveland, Ohio	
Spence, Vina (Hughes)	East Hartford, Conn.	
West, Anthony J.	Ph.D. List	
Zeller, Rose	Ph.D. List	
	1931	
Botts, Adelbert K.	Ph.D. List	
Corfield, George S.	Grad. student, Clark University	
Graham, Guilbert	Junior High School, Zanesville, Ohio	Lt., Army
Gronvold, Eunice	State Teachers College, Valley City, N. D.	
Liu, En-lan	Ginling College, China	
Merriam, Elizabeth (Davis)	Rochester, New York	
Muse, Grace (Stube)	Address unknown	
Pitkin, Victor	Parker Junior High School, Reading, Mass.	
Taliaferro, Rebecca (Truitt)	Lynchburg, Virginia	
	1932	
Cash, Myrtle	Wilmette, Illinois	
Church, Phil E.	Ph.D. List	
Kingman, Celia (Atwood)	Worcester, Mass.	
Lemaire, Minnie	Ph.D. List	
Means, George	Rotary Int., Chicago, Ill.	Lt., Navy, Washington, D. C.
Pearcy, G. Etzel	Ph.D. List	
Pils, Meta	Sherwood, Wisconsin	
Roberts, M. Catherine	Ph.D. List	
Scharf, Ann	Long Beach, California	
	1933	
Darkenwald, Gordon G.	Ph.D. List	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
Simpson, Robert B.	Ph.D. List	
Sumner, Alfred R.	Woodmere, New York	Lt. Navy
Thomas, Albert T.	College of City of Detroit, Detroit, Mich.	
Waites, Sara (Guthrie)	Rochester, Minnesota	
	1934	
Allen, Agnes	Ph.D. List	
Blomfield, Carl	Palmer School, Detroit, Mich.	Army
Carls, J. Norman	Ph.D. List	
Howarth, Margery	Washington School, Wyandotte, Mich.	Ensign, WAVES, Washington, D. C.
Kennedy, Kathleen	Worcester, Mass.	
Parson, Ruben L.	Ph.D. List	
Pico, Rafael	Ph.D. List	
Robinson, Virginia M.		Office of Strategic Services (overseas)
Smith, M. Winifred	Lowell State Teachers College, Lowell, Mass.	
Stautz, Althea C.	Seattle, Washington	
	1935	
Grady, Gertrude (Blomfield)	Detroit, Michigan	
Kennedy, Ann P.	Worcester, Mass.	
Kirkendall, Walter E.	Grand Junction, Colorado	
Simmons, Anna G.	State Teachers College, Fitchburg, Mass.	
	1936	
Black, Lloyd		Lt., Army, Office of Strat. Ser. (overseas)
Brierly, William B.	Ph.D. List	
Fairchild, Johnson E.	Hunter College, New York, N. Y.	Capt., Army (overseas)
Minogue, James A.	National Archives, Washington, D. C.	Lt., Navy, Washington, D. C.
Sievers, Angelika	Germany	

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
	1937	
Beishlag, George	Nolan Junior High School, Detroit, Mich.	Office of Strategic Services, Washington, D. C.
Chamberlain, Thomas	State Teachers College, Johnson City, Tenn.	Lt., Navy
Fairchild, Wilma Belden	American Geog. Society, New York, N. Y.	
Fause, Asbjorn	Hunter College, New York, N. Y.	War Department, Washington, D. C.
Hutchinson, Mary C.	Law-Haywood School, Stamford, Conn.	
Logan, Richard C.	Yale University, New Haven, Conn.	
Myers, Merle W.	Mississippi State Coll., Starkville, Miss.	Navy
Nystrom, J. Warren	Ph.D. List	
Quimby, Margaret	Time Magazine, New York, N. Y.	
Schadegg, Francis	State Planning Board, Worcester, Mass.	Army
	1938	
Boyer, Helen (Smith)	Sayler Park School, Cincinnati, Ohio	
Chisholm, Hester (Underhill)	South Hadley Center, Mass.	
Clifford, J. Nelson	Montclair School, Quincy, Mass.	Navy
Culbert, James A.	Ph.D. List	
Kistler, Esther	High School, Nanticoke, Penna.	
Ney, Robert M.	Philadelphia, Penna.	
Parker, Harry C.	Yosemite National Park, California	Army
Sanjurjo, Maria A.	Deceased	
	1939	
Alpert, Leo		Major, Army
Berman, Ira B.	College of City of New York, New York, N. Y.	Lt., Army, Washington
Burt, Arthur L.	Trans. & West. Air., Washington, D. C.	War Department*
Fontaine, Mary E.	Address unknown	

*For a portion of the war period.

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
Greenawalt, Norman	Norristown, Penna.	Office of Strategic Services, Washington, D. C.
Scott, Clare (Huddle)	Providence, Rhode Island	
	1940	
Dean, Veva K.	Grad. student, Clark University	
Farnsworth, Albert	North High School, Worcester, Mass.	Lt. (j.g.) Navy
Kinch, Esther	Pittsburgh, Penna.	
Lathrope, Francis	Int. Off., Beta Sigma Phi, Kansas City	Major, WACS
Renner, Agnes	University of Wyoming	
Taylor, John L.	University of Nebraska, Lincoln, Neb.	Lt., Navy (overseas)
	1941	
Battersby, Kenneth		Sgt., Army, Office of Strategic Services
Carey, Helen M.	Worcester, Mass.	
Diehl, Lee H.	Red Lion, Penna.	
Handel, Hazel	Painesville, Ohio	
Holland, Lillian	Westfield, Mass.	
Long, Harriet P.	Buffalo, New York	
MacDonald, Mary L.	Ginn and Co., Boston, Mass.	Ensign, WAVES
Macfarlane, Sidley	Middlebury College, Middlebury, Vt.	
Martin, Paul M.	Oklahoma A. & M., Stillwater, Okla.	
Murphy, Mary M. (Burt)	Washington, D. C.	
Reith, John W.		Sgt., Army, Off. of Strat. Ser. (overseas)
Thornton, Jessie M.	Worcester, Mass.	
West, Seymour		Lt., Army
	1942	
Berg, Carl G.		Lt., Army
Brammell, James C.		Office of Strategic Services (overseas)

NAME	ACADEMIC POSITION	MILITARY OR OTHER GOVERNMENT SERVICE
Budd, Celeste (Horne)	Stephens College, Columbia, Missouri	
Cox, Catherine	State Teachers College, Ypsilanti, Mich.	Ensign, WAVES
Dashiell, Samuel		Lt., Army
Jensen, J. Granville	R. I. College of Education, Providence, R. I.	
Jorgenson, Harold		Army, Office of Strategic Services, Washington
Kelly, Rita		State Department, Washington, D. C.
Kostanick, Louis		Sgt., Army, Off. of Strat. Ser. (overseas)
Moberg, J. Wensel	State Teachers College, Fargo, N. D.	
Quirk, Mary E. (Bradshaw)	Haverhill, Mass.	
Schneider, Noreen	Port Chester, New York	
Tutko, Stephen	Easton, Penna.	
Williamson, Mary F.	Time Magazine, New York, N. Y.	Office of Strategic Services, Washington, D. C.
	1943	
Argyropais, Lemonis		Army, Office of Strategic Services, Washington
Balk, Helen H.	Ph.D. List	
Danklefsen, Mildred M.	Western Reserve Univ., Cleveland, Ohio	
Greenberg, Archie	Miami, Florida	Board of Geog. Names, Washington, D. C.*
Loa, David Kai-Foo	Ph.D. List	
Vogt, Mary C.	New York, N. Y. (Research worker)	
	1944	
Roper, Mary Alice	Princeton, Mass.	
Sherman, John C.	University of Washington, Seattle, Wash.	

*For a portion of the war period.

ATTENDANCE IN THE GRADUATE SCHOOL OF GEOGRAPHY 1921-1945

YEAR	NO. OF STUDENTS	YEAR	NO. OF STUDENTS
1921-22	18	1933-34	38
1922-23	22	1934-35	40
1923-24	24	1935-36	37
1924-25	25	1936-37	46
1925-26	29	1937-38	51
1926-27	27	1938-39	56
1927-28	37	1939-40	51
1928-29	28	1940-41	40
1929-30	27	1941-42	28
1930-31	41	1942-43	28
1931-32	29	1943-44	9
1932-33	43	1944-45	18

Total Number of Ph.D. Degrees Conferred	80
Total Number of M.A. Degrees Conferred	174

CLARK UNIVERSITY GEOGRAPHICAL SOCIETY

With the growth in the number of students concentrating in the School of Geography there rose in that body a desire to become organized as a society and to maintain friendly relationships even after leaving the University. For this reason the students in residence organized the Clark Geographical Society and invited all who had been in attendance at the school, whether or not they had completed requirements for a graduate degree, to accept membership in this society. Each year those in residence are added to the membership and they assume the responsibilities of maintaining the traditions of the society. There are now nearly 400 members in the Clark Geographical Society.

The group has contributed a considerable sum of money which is used as a loan fund for students in residence who need financial aid while at the University. Most of the social affairs of the Graduate School of Geogaphy are planned for and conducted by the members of the society and each year the group has held a closing dinner meeting, to which the members of the staff and their wives are invited.

Contact between the alumni group and all those who have been in residence is maintained through the publication of a periodical called *The Monadnock*. This is published twice a year. In the fall semester its pages are usually devoted, in large part, to the activities in the workroom, the personal record of new students, the program of field work which the group in residence is carrying on, and a brief review of any news items of interest to the alumni. The spring issue of *The Monadnock* is usually devoted to news items from the alumni members of the Clark Geographical Society. Copies of *The Monadnock* are now sent into most of the states in our country, to Canada, to several of the European countries, to Japan, China, and to Middle American lands. Just at present many of the copies are sent to the armed forces of the nation or to government agencies where members of the society are engaged in war service.

New England Geographical Conference

Soon after establishing the Graduate School of Geography, we found that the members in our profession who were located in New England were particularly anxious to come together at least once a year for a conference at which various papers on research work and educational problems would be presented. Such meetings would provide also for round table discussions and give an opportunity for those in New England who were engaged in teaching geography to become better acquainted.

Our staff agreed that the project was worthy of our support and for a number of years we served as the hosts and held the meetings in the large lecture room on the top floor of the Geography Building. Attendance has run from 100 to 200 and on a few occasions has exceeded the higher number. We have had many teachers of geography engaged in elementary school work attend the conferences. Representatives of each of the New England states, engaged in high schools, teacher training colleges, liberal arts colleges or universities have been present. Our own staff members have always contributed to the programs but we have always invited others to take a conspicuous part at these meetings.

After we had followed this plan about fifteen years, we urged upon the group the organization of a New England Geographical Conference which should elect officers and hold meetings at different centers where work in geography was being actively promoted. This change has already led to meetings in several other centers but the group has requested that Clark University serve as host on alternate years because we have available so much more in the way of new equipment and material bearing directly upon the teaching of geography than any other institution in this part of the country. We have held meetings at Harvard, at the State Teachers College, New Britain, Connecticut, at the State Teachers College in Worcester, and a meeting was planned for the spring of 1945 at the Rhode Island College of Education but postponed because of transportation difficulties.

THE OUTLOOK IN GEOGRAPHY

There is no question today but that geography is well established. A global war has demonstrated to the nation that the more we know about the other lands and peoples of this world the more able we will be to act wisely in dealing with international problems. The American people have become conscious of the fact that they must take a large responsibility in the affairs of the world. Certainly, if we are to deal justly and intelligently with the peoples of other countries, we must know the conditions under which they are living.

To do this we must appreciate the limitations which the natural environment places upon them in the production of food, fibers for clothing, mineral wealth, and natural fuels. We must understand the climatic factors, which determine the crops that can be produced in different lands, the advantages and disadvantages of location, coastline features, land forms, soils, and natural vegetation. We must have accurate information regarding the industries and the cultural development of each national group of people. The foundation and growth of nations have been conditioned by geographic factors. No one will understand the problems of the State Department or of foreign trade unless he is well acquainted with the geographic conditions in the various parts of this interdependent world. The late Dr. Spykman of Yale said: "Geography is the most fundamental factor in the foreign policy of states because it is the most permanent."

Calls are now coming for training in geography for those who wish to specialize in diplomacy, international relations, economics or history. It is hoped that the Army, Navy, Air Forces, and Marines will never again be guilty of sending men into the field, into the air or over the seas without intensive training in map reading and interpretation. Many should be especially trained in cartography and photogrammetry. Modern maps will be made or improved more and more, through the use of the stereoscopic pictures taken from the air.

An insistent demand, long overdue, is coming from the high schools of this country; they are calling for work in geography. This may soon be the field from which more demands will come for well trained teachers than from any other. There are at least 29,000 high schools in this country. As they send in their calls for well trained geographers, they will want young men and women who are keenly interested in the fine art of teaching and with a Doctor's degree from some first-class school of geography.

With the awakening of greater interest in geography in the colleges and universities and a realization that this nation must take a large responsibility in world affairs, with geography being introduced into the training centers for those who would enter upon diplomatic service in foreign lands or represent great commercial or industrial houses abroad, with plans for more training in geography for all men entering the Army as officers, with an ever increasing demand from government agencies and publishing houses, we should experience a notable enlargement of each of the departments or schools of geography in this country. Indeed the demands for geographers in the next few decades will go far beyond any production that is possible in the few schools of geography that are now fully equipped. There should be a much greater development of strong, well-manned departments of geography in the leading colleges and universities of this country. The opportunities for service during the next two decades will be much greater than they have been in the last two.

The geography profession is undermanned for the job just ahead. The teaching of geography should be improved in the elementary schools, high schools, and colleges. Candidates should reach our graduate schools familiar with the basic sciences upon which geography is founded, with the principles underlying work in economic and human geography, and with some knowledge or experience in regional studies in geography. More universities should undertake work at the graduate level in geography. Such a program will demand a great increase in trained personnel. Every school that can produce good geography teachers should have its hands full for several decades.

Our Clark Graduate School of Geography has placed more well trained geographers in the profession than any other single school during the period of our existence. We are well and strongly represented in the faculties of the colleges and universities of this country, in the government departments in Washington, and in the Army and Navy of today. We are conscious and rightly proud of the fact that we are known internationally as a center for geographic training. Students have come to us from distant lands almost every year since the school was founded and we have alumni in the academic profession of several foreign countries. We know that our journal, *Economic Geography,* is read in every one of the enlightened or civilized nations of the world and that geographers of other countries, when they visit America, all plan to come to Clark and become acquainted with this center of geographic study.

What we have done is little more than the pioneer work. We have made but a good beginning. I look upon our work as part of a movement which is now getting well under way in America. There is today a grand outlook for a university that will continue to emphasize this field of study. The opportunities before us in the Graduate School of Geography are far greater than they were in 1920.

Clark University Bulletin

NUMBER 176 MARCH, 1946

CATALOGUE NUMBER

WORCESTER, MASSACHUSETTS

Clark University Bulletin

Worcester, Massachusetts

Number 173 September, 1945

NEWS ITEMS FOR THE ALUMNI

Entered as second-class
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at Worcester, Massachusetts

CLARK UNIVERSITY BULLETIN

WORCESTER, MASSACHUSETTS

NUMBER 173 — SEPTEMBER, 1945

NEWS ITEMS FOR THE ALUMNI

Veterans at Clark

There are at present 42 veterans registered for work at Clark. Several of these are in the graduate division, working in Chemistry, History and International Relations or Geography. There are in the Graduate School representatives of various parts of the world and we know others who are on their way but have been delayed by transportation conditions. One has just arrived from the Union of South Africa.

Inquiries are coming in constantly from other members of the military forces who wish to return to college and continue their studies. We have set up a committee to carry on negotiations with veterans, arrange for their preliminary examinations and work out suitable programs for them. This committee is constituted as follows:

David M. Dougherty, Professor of Romance Languages, Chairman.
John E. Bell, Associate Professor of Psychology, Testing and Guidance.
Homer P. Little, Dean of the College.
Percy M. Roope, Professor of Physics.
Samuel Van Valkenburg, Professor of Political Geography.

Varsity Basketball Returns After Three Years

Official practice for a reorganized team will start next month. The playing schedule for the year includes eight, or possibly ten, games: two to be played in December, two in January and the remainder in February. We hope to see a good representation of the alumni present at all home games.

Memorial for the Clark Men Who Have Been in Military Service in World War II

Nine hundred and six Clark men and a few Clark women have been in uniform serving the nation during World War II. Twenty-two Clark men have been killed in action. We are giving serious consideration to the proposal of establishing here at Clark a suitable memorial for these men and women.

At the close of World War I the trustees had a bas-relief prepared by an eminent artist as a memorial for the nine Clark men who made the supreme sacrifice for the nation. That large work of art is now hanging in the corridor of the library building. An illuminated list of all Clark men who served in World War I was prepared and now hangs in the library. The honor roll for Clark men as they went into service in World War II now hangs in the corridor of the first floor of the library but no permanent memorial has been planned. One suggestion has been an endowed professorship; a chair in International Affairs would be strikingly appropriate and it could be so labelled that it should always be known as a memorial to the Clark men and women who have served in World War II. Other suggestions have come from members of the faculty and from students. Many think that some useful memorial will be better than a work of art at this time. Some have suggested the establishment of scholarships or fellowships. One member of the faculty has suggested that a monument would be most appropriate but that the monument might be a building. A new science building has been in the minds of some who think of the memorial taking the form of some addition to the buildings on the campus.

Another group have suggested that the swimming pool addition to the alumni gymnasium would be most appropriate. Plans are all made for that wing of the gymnasium building but at the time we erected the building there were not adequate funds for that part. The pool would extend northward on Maywood Street toward the Science Hall. One suggestion has come that a special fund for books might be provided and another suggestion has been that funds be secured for relandscaping the campus. If any of the alumni have suggestions we should be glad to receive them.

Social Activities at Clark

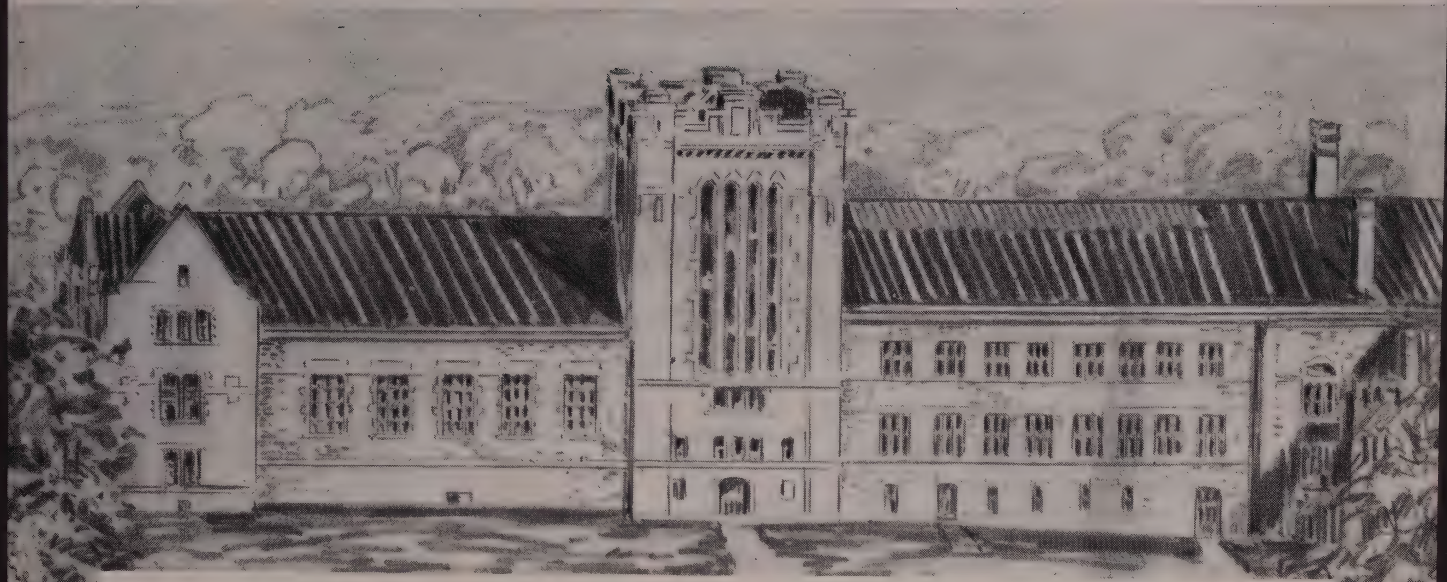
The following schedule of events which the students have planned should satisfy any of the old-timers that the young people here at Clark are planning to have a good time:

October 6—Dormitory Dance (Men and Women).
October 11—Boheme Dance.
October 13—Junior Class Hayride (Women).
October 18—Newman Club.
October 19—Sophomore and Freshman Party.
October 20—Faculty Women's Bridge.
October 26—Juniors-Freshmen (Big Sister Social). Rope Pull??
October 27—Interfraternity Dance.
November 2—Junior-Freshmen (Big Sister)?
November 3—Rowing Club Dance.
November 9-10—CUPS.
November 17—Boheme.
December 7—Junior Banquet (Girls).
December 8—Phi Alpha Social.
December 14-15—CUPS (Boheme party in afternoon).
January 5—Boheme.
January 11—Germanic Society.
February 1 or 8—Junior-Freshman Prom??
February 1 or 8—Boheme Record Dance (2nd choice).
February 16—Dormitory Social (Men and Women).
February 21—Boheme Ball.

Advanced Clinical Program in Psychiatric Nursing

Division of Nursing Education

Clark University



Advanced Clinical Program in Psychiatric Nursing

Prerequisites: Affiliation in or graduation from a school of nursing associated with a hospital for the care of the mentally ill.

This program, offered through the cooperation of Clark University and Worcester State Hospital, extends over a period of forty-eight consecutive weeks. The course consists of an integrated plan of theory and practice, demanding full time work on the part of the student. Applicants may enter in the fall or spring semester.

The first term (sixteen weeks) spent at Clark University includes courses in the social and biological sciences. It attempts to give the student a foundation for the more specialized work to follow.

The second term (sixteen weeks) is spent at Worcester State Hospital where an especially well qualified faculty offers advanced clinical material. Field work consists of practice in the principles and techniques which are presented in the classroom.

During the third term (sixteen weeks) the student takes subjects at Clark University in Nursing Education which are integrated with field work as a junior executive and clinical teacher under guidance in Worcester State Hospital.

Plan of the Program (48 consecutive weeks):

First Term

Place: Clark University

SUBJECTS

General Psychology
Dynamics of Personality
Sociology
Physiology
Principles and Methods of Teaching in Nursing Education

Second Term

Place: Worcester State Hospital

SUBJECTS

Neuropsychiatry
Advanced Psychiatric Nursing
Therapeutic Approaches to Psychiatric Nursing, including
  Chemotheraphy, Diet Therapy, Educational Therapy, Hydrotherapy, Occupational Therapy, Recreational Therapy, and Shock Therapy
Field Work

Third Term

Place: Clark University and Worcester State Hospital

SUBJECTS

Community Aspects of Psychiatric Nursing
Trends in Nursing and Nursing Education
Teaching in the Hospital Unit
Administration in the Hospital Unit
Field Work

At the satisfactory completion of the course thirty semester hours of credit toward the Bachelor of Science Degree in Nursing will be given.

For 1945-47 details write to:

MARGARET T. SHAY, *Director*
Division of Nursing Education
CLARK UNIVERSITY
Worcester 3, Massachusetts

semester hours of

April 10, 1946

Clark University Bulletin

CATALOGUE NUMBER

The Catalogue is a record for the current academic year 1945-46. Such announcements for the year 1946-47 as can be made at the time of publication are included.

The Bulletin is published in January, March,
September and October

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Historical Note

Clark University owes its existence to the interest in higher education of Jonas Gilman Clark, who was born at Hubbardston, Worcester County, Massachusetts, February 1, 1851. Conscious of the meagerness of his own early educational opportunities, he devoted his later years to the establishment and nurture of the institution which bears his name. In this he was ably assisted by his wife, Susan W. Clark, and by prominent citizens of Worcester. Mr. Clark died at Worcester on May 23, 1900.

The charter of the University was granted by the General Court of Massachusetts in 1887. The Graduate Division, with Granville Stanley Hall as president, received its first students in 1889. Special provision was made in Mr. Clark's will for the establishment of an Undergraduate Division with its own president but under the same general control as the Graduate Division. Carroll Davidson Wright was chosen president of the Undergraduate Division and students were first received in October, 1902. After the death of President Wright in 1909, Edmund Clark Sanford, then Professor of Psychology in the Graduate Division, was chosen as President of the college.

In June, 1920, Presidents Hall and Sanford resigned and Wallace Walter Atwood was elected to the presidency of both the Graduate and the Undergraduate Divisions of the University.

During the academic year 1920-21 the two faculties continued their separate organizations while plans for unification were being worked out. These plans, approved by the Board of Trustees, went into effect in 1921-22 and provided for the fusion of the two faculties into a single body.

With the election of President Atwood, provision was made for the establishment of a Graduate School of Geography, and work in that school was begun in the fall of 1921.

The Women's College was established in 1942 and received its first students in September of that year.

A Summer School with a six weeks' session has been conducted each year, beginning in 1921 until interrupted by the war-time program in 1942.

Beginning with the summer of 1942 the university has operated on a year-round program including a twelve-week summer term, divided into two six-week sessions. The second session has been designed to meet the needs formerly served by the Summer School.

A unit of the Army Specialized Training Program was stationed at the university from August 1943 to March 1944, when the program was discontinued.

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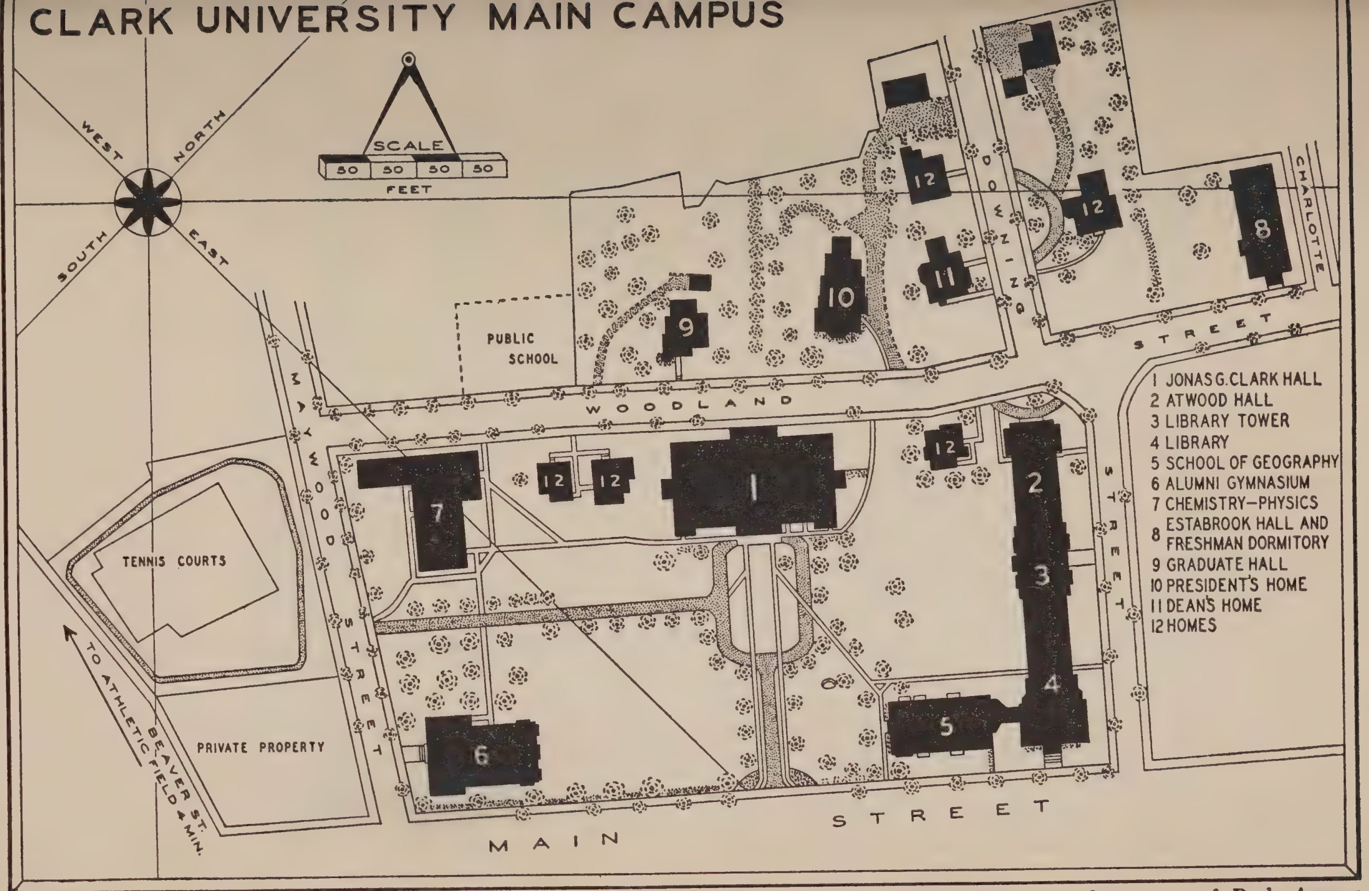
CLARK UNIVERSITY MAIN CAMPUS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3 LIBRARY TOWER
4 LIBRARY
5 SCHOOL OF GEOGRAPHY
6 ALUMNI GYMNASIUM
7 CHEMISTRY—PHYSICS
8 ESTABROOK HALL AND FRESHMAN DORMITORY
9 GRADUATE HALL
10 PRESIDENT'S HOME
11 DEAN'S HOME
12 HOMES

The university campus is on South Main Street about a mile and a quarter from the City Hall. Here and on adjacent areas, as indicated by the map, the principal buildings are located.

The university athletic field is at the corner of Park Avenue and Beaver Street, and the Hadwen Arboretum is at the corner of Lovell and May Streets.

1946

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Calendar

The academic year begins on the Monday before the fourth Thursday in September and ends thirty-five weeks later, near the end of May. It includes two semesters of sixteen weeks each and two vacation periods;—two weeks including Christmas Day and New Years Day, and a week near the first of April.

The first semester ends on the Saturday before the nineteenth Monday and the second semester begins on the nineteenth Monday of the academic year.

The Summer term begins about one week after the end of the regular academic year and continues for twelve weeks. The summer term is divided into two sessions of six weeks each.

1945

Sept. 24	Monday	Beginning of academic year.
Oct. 12	Friday	Columbus Day. A holiday.
Oct. 31	Wednesday	Last day for receiving applications for admission to candidacy for the Degree of Doctor of Philosophy in June 1946.
Nov. 11	Sunday	Armistice Day.
Nov. 12	Monday	Not a holiday.
Nov. 17	Saturday	Mid-semester reports.
Nov. 21	Wednesday	Beginning of Thanksgiving recess at 5 P.M.
Nov. 26	Monday	End of Thanksgiving recess at 8 A.M.
Dec. 18	Tuesday	Beginning of Christmas recess at 5 P.M.

1946

Jan. 2	Wednesday	End of Christmas recess at 8 A.M.
Jan. 14	Monday	Beginning of semester examination period.
Jan. 26	Saturday	End of first semester.
Jan. 28	Monday	Beginning of second semester.
Feb. 2	Saturday	Last day for receiving applications for admission to candidacy for the Degree of Master of Arts in June 1946.
Feb. 6	Wednesday	Last day for payment of term bills.
Feb. 22	Friday	Washington's Birthday. A holiday.
Mar. 23	Saturday	Mid-semester reports.
Mar. 30	Saturday	Beginning of spring recess at 1 P.M.
Apr. 8	Monday	End of spring recess at 8 A.M.
Apr. 19	Friday	Patriot's Day. Not a holiday.
May 13	Monday	Beginning of semester examination period.
May 25	Saturday	End of academic year.
May 26	Sunday	Commencement day.
June 3	Monday	Beginning of first session of summer term. Registration day.
July 4	Thursday	Fourth of July. A holiday.
July 12	Friday	End of first session of summer term.

July 15	Monday	Beginning of second session of summer term. Registration day.
Aug. 23	Friday	End of summer term. Conferring of degrees.
Sept. 23	Monday	Beginning of academic year 1946-47.
Oct. 3	Thursday	Last day for payment of term bills.
Oct. 12	Saturday	Columbus Day. A holiday.
Oct. 31	Thursday	Last day for receiving applications for admission to candidacy for the Degree of Doctor of Philosophy in June 1947.
Nov. 11	Monday	Armistice Day. Not a holiday.
Nov. 16	Saturday	Mid-semester reports.
Nov. 27	Wednesday	Beginning of Thanksgiving recess at 5 P.M.
Dec. 2	Monday	End of Thanksgiving recess at 8 A.M.
Dec. 18	Wednesday	Beginning of Christmas recess at 5 P.M.
1947		
Jan. 2	Thursday	End of Christmas recess at 8 A.M.
Jan. 13	Monday	Beginning of semester examination period.
Jan. 25	Saturday	End of first semester.
Jan. 27	Monday	Beginning of second semester.
Feb. 1	Saturday	Last day for receiving applications for admission to candidacy for the Degree of Master of Arts in June 1947.
Feb. 6	Thursday	Last day for payment of term bills.
Feb. 22	Saturday	Washington's Birthday. A holiday.
Mar. 22	Saturday	Mid-semester reports.
Mar. 29	Saturday	Beginning of spring recess at 1 P.M.
Apr. 7	Monday	End of spring recess at 8 A.M.
Apr. 19	Saturday	Patriot's Day. Not a holiday.
May 12	Monday	Beginning of semester examination period.
May 24	Saturday	End of academic year.
May 25	Sunday	Commencement Day.
June 2	Monday	Beginning of first session of summer term. Registration day.
July 4	Friday	Fourth of July. A holiday.
July 11	Friday	End of first session of summer term.
July 14	Monday	Beginning of second session of summer term. Registration day.
Aug. 22	Friday	End of summer term. Conferring of degrees.
Sept. 22	Monday	Beginning of academic year 1947-48.

BOARD OF TRUSTEES

Final authority in all matters pertaining to the University is lodged in the Board of Trustees by charter granted by the General Court of the Commonwealth of Massachusetts.

George H. Mirick (1920), Vice President	Worcester, Mass.
Alexander H. Bullock (1926), President	Worcester, Mass.
Leon E. Felton (1930), Secretary	Worcester, Mass.
Francis H. Dewey, Jr. (1934)	Worcester, Mass.
Robert H. Loomis (1936)	Boston, Mass.
Frank L. Adams (1938)	Worcester, Mass.
Howard M. Booth (1939)	Worcester, Mass.
Samuel H. Dolbear (1940)	New York, N. Y.
Carl E. Wahlstrom (1942)	Worcester, Mass.

ELECTED TO REPRESENT THE ALUMNI

Henry L. Signor (1943) for three years
Raymond T. Gifford (1943) for four years, Treasurer
Thomas L. Patterson (1944) for four years
Clarence P. Shedd (1945) for four years

ADMINISTRATIVE OFFICERS

President of the University	Wallace Walter Atwood
Librarian	N. Orwin Rush
Dean of the College	Homer P. Little
Recorder	Lydia P. Colby
Bursar	Florence Chandler, retired December, 1945 Mary A. Hubbard, beginning January, 1946

University Staff

(Listed in order of academic seniority within each rank)

Wallace Walter Atwood, Ph.D., Sc.D. 160 Woodland St.
President, Professor of Physical and Regional Geography, and Director of the Graduate School of Geography since 1920.
B.S., University of Chicago, 1897; Ph.D., 1903; Sc.D., Worcester Polytechnic Institute, 1944.

N. Orwin Rush, M.S. 11 Woods Avenue
Librarian, Associate Professor of Bibliography since 1945.
A.B., Friends University, 1931; B.S., Columbia University, 1932; M.S., 1945.

Homer Payson Little, Ph.D. 156 Woodland St.
Dean of the College and Professor of Geology since 1922.
A.B., Williams College, 1906; Ph.D., Johns Hopkins University, 1910.

William Homer Warren, Ph.D.
Professor of Organic Chemistry, 1925-1937. Professor Emeritus.

Douglas Clay Ridgley, Ph.D.
Professor of Geography in Education, 1927-37. Professor Emeritus.

Philip Hudson Churchman, Ph.D.
Professor of Romance Languages, 1911-1944. Professor Emeritus.

Leroy Allston Ames, A.M.
Professor of English Literature, 1915-1944. Professor Emeritus.

Benjamin Shores Merigold, Ph.D., Sc.D. 17 Charlotte St.
Professor of Chemistry.
A.B., Harvard University, 1896; A.M., 1897; Ph.D., 1901; Sc.D., Clark University, 1941. Assistant Professor, 1903-08; Professor since 1908.

Haven Darling Brackett, Ph.D. 114 Woodland St.
Professor of Greek and Latin.
A.B., Amherst College, 1898; Ph.D., Harvard University, 1904. Instructor, 1904-06; Assistant Professor, 1906-12; Professor since 1912.

Loring Holmes Dodd, Ph.D. 88 Sagamore Rd.
Professor of Rhetoric. Curator of Art.
A.B., Dartmouth College, 1900; A.M., Columbia University, 1901; Ph.D., Yale University, 1907. Instructor, 1910-13; Assistant Professor, 1913-16; Associate Professor, 1916-20; Professor since 1920.

Samuel J. Brandenburg, Ph.D. 173 Woodland St.
Professor of Economics and Sociology since 1923.
A.B., Miami University, 1904; Ph.M., University of Chicago, 1909; Ph.D., University of Wisconsin, 1922.

*GEORGE HUBBARD BLAKESLEE, Ph.D., L.H.D., D.Eng., LL.D
Professor of History and International Relations

*Absent on leave, 1945-46

Walter Elmer Ekblaw, Ph.D. 11 Wheeler Rd., N. Grafton
Professor of Geography.
A.B., University of Illinois, 1910; A.M., 1912; Ph.D., Clark University, 1926. Associate Professor, 1926-28; Professor since 1928.

Samuel Van Valkenburg, Ph.D. 11 South Flagg St.
Professor of Geography.
Ph.D., University of Zürich, 1918. Special Lecturer in Geography, second semester, 1926-27; Assistant Professor, 1927-29; Associate Professor, 1932-37; Professor since 1937 (February).

Jesse Lunt Bullock, Ph.D. 35 Downing St.
Professor of Chemistry and Director of the Chemical Laboratories.
A.B., Harvard University, 1914; A.M., 1928; Ph.D., 1932. Assistant Professor, 1926-32; Associate Professor, 1932-37; Professor since 1937 (February).

James Ackley Maxwell, Ph.D.
Professor of Economics.
A.B., Harvard University, 1918; A.M., 1922; Ph.D., 1925; Associate Professor, 1931-38; Professor since 1938 (February). Returning from war service September, 1946.

Vernon Jones, Ph.D. 267 Salisbury St.
Professor of Educational Psychology.
A.B., and A.M., University of Virginia, 1920; A.M., Columbia University, 1924; Ph.D., 1926. Associate Professor, 1926-38; Professor since 1938 (February).

*Henry Donaldson Jordan, Ph.D. 171 Woodland St.
Professor of English History.
A.B., Harvard University, 1918; A.M., 1922; Ph.D., 1925; Associate Professor, 1931-38; Professor since 1938 (February). Returning from war service September, 1946.

Dwight Erwin Lee, Ph.D. 3 Woodman Road
Professor of Modern European History.
A.B., University of Rochester, 1921; A.M., 1922; Ph.D., Harvard University, 1928 (February). Assistant Professor, 1927-30; Associate Professor, 1930-38; Professor since 1938 (February).

Robert Stanley Illingworth, A.M., Ed.M. 209 Lovell St.
Professor of Dramatic Art. Alumni Secretary.
A.B., Clark University, 1917; A.M., Lafayette College, 1926; Ed.M., Harvard University, 1933; B.D., Andover Theological School, 1945. Associate Professor of English, 1931-38; Professor since 1938 (February). Director of the Summer School, 1935-41.

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*Absent on leave, 1945-46.

DAVID POTTER, PH.D. 113 South St., Auburn
Professor of Biology.
B.Sc., Massachusetts Agricultural College, 1916; M.Sc., 1923; Ph.D., Harvard University, 1932. Instructor, 1924-27; Assistant Professor, 1927-33; Associate Professor, 1933-38; Professor since 1938 (February).

CAREY EYSTER MELVILLE, A.B. 16 Isabella St.
Professor of Mathematics.
A.B., Northwestern University, 1901. Assistant in Mathematics, 1906-09; Instructor, 1909-11; Assistant Professor, 1911-18; Associate Professor, 1918-43; Professor since 1943. Registrar, 1914-32.

PERCY MARTIN ROOPE, PH.D. 2 Lovell Drive
Professor of Physics.
A.B., Clark University, 1920; A.M., 1924; Ph.D., 1927. Instructor, 1921-27; Assistant Professor, 1927-31; Associate Professor, 1931-43; Professor since 1943.

HENRY MORANT BOSSHARD, PH.D. 33 St. Elmo Rd.
Professor of German.
Ph.D., University of Zürich, 1919; M.Ed., Harvard University, 1921. Assistant Professor, 1927-32; Associate Professor, 1932-43; Professor since 1943.

DAVID MITCHELL DOUGHERTY, PH.D. 5 Columbine Rd.
Professor of Romance Languages.
A.B., University of Delaware, 1925; A.M., Harvard University, 1927; Ph.D., 1932. Assistant Professor, 1931-40; Associate Professor, 1940-1945; Professor since 1945 (February).

WALLACE WALTER ATWOOD, JR., PH.D. 88 Morningside Rd.
Professor of Physiography and Regional Geography.
Asst Prof. 1932 (Feb)-1940 (Feb)
B.S., University of Chicago, 1926; A.M., Clark University, 1927; Ph.D., 1930; Associate Professor 1940-46. Professor since 1946 (January). Returning from war Service February 1, 1946.

ROGER G. BARKER, PH.D. 19 Prospect St., W. Boylston
Granville Stanley Hall Professor of Genetic Psychology since February 1946.
A.B., Stanford University, 1928; A.M., 1932; Ph.D., 1934.

OSCAR JASZI, PH.D. 171 Woodland St.
Visiting Professor of International Relations and Political Science since 1944.
Ph.D., University of Budapest, 1896. Assistant Professor in Political Science, University of Kolozsvar, 1912-18; Professor, University of Budapest, 1918-19; Oberlin College (Ohio) 1925-42; Head of Department, 1937-42.

FREDERICK EUGENE MELDER, PH.D.
Gates Terrace, Sterling Junction, Mass.
Associate Professor of Economics and Business Administration.
B.B.A., University of Washington, 1926; M.A., 1931; Ph.D., University of Wisconsin, 1936. Assistant Professor of Economics and Sociology, 1937-42; Associate Professor of Economics and Business Adminitration, 1942-. Returned from war service February 1, 1946.

ROBERT HEATH BROWN, PH.D. 193 Lovell St.
Associate Professor of Experimental Psychology.
A.B., Wesleyan University, 1932; A.M., Clark University, 1933; Ph.D., 1935. Assistant Professor, 1937-44; Associate Professor since 1944.

RUDOLPH FINK NUNNEMACHER, PH.D. 28 Copperfield Rd.
Associate Professor of Biology.
B.S., Kenyon College, 1934; M.A., Harvard University, 1935; Ph.D., 1938. Assistant Professor, 1939-44; Associate Professor since 1944.

JOHN ELDERKIN BELL, ED.D. 117 Forest St.
Associate Professor of Psychology since 1944.
B.A., University of British Columbia, 1933; M.A., Columbia University, 1941; Ed.D., 1942.

PAUL FRANCIS MARBLE, A.M. Princeton, Mass.
Associate Professor of English.
Ph.B., Brown University, 1930; A.M., 1933. Instructor in English 1939-44; Assistant Professor 1944-46; Associate Professor since 1946 (January).

ARTHUR EARL MARTELL, PH.D. 13 Kimball St.
Associate Professor of Chemistry.
B.S., Worcester Polytechnic Institute, 1938; Ph.D., New York University, 1941; Assistant Professor, 1942-46; Associate Professor since 1946 (January).

GEORGE EDWARD HARGEST, M.ED. 7 Lowell St.
Assistant Professor of Economics and Business Administration since 1942.
B.S., Temple University, 1933; M.Ed., 1937.

EDWIN CHARLES ROZWENC, PH.D. 26 Havelock Rd.
Assistant Professor of American History since 1942.
A.B., Amherst College, 1937; M.A., Columbia University, 1938; Ph.D., 1941.

ROY C. GUNTER, PH.D. Dodge Mass.
Assistant Professor of Physics.
B.S., Bowdoin College, 1938; A.M., Boston University, 1939; Ph.D., 1942. Instructor in Physics and Mathematics, 1941 (February)-1943; Assistant Professor of Physics since 1943. Returning from war service February 1, 1946.

PAUL FISHER, J.D. 157 Woodland St.
Assistant Professor of Economics and Sociology since 1943.
Doctor of Political Science and Jurisprudence, University of Vienna, 1931.

HENRY J. WARMAN, PH.D. 3 Sun Valley Drive
Assistant Professor of Geography.
B.S. in Ed., Bloomsburg State Teachers' College, 1932; Ed.M., Temple University, 1938; Ph.D., Clark University, 1945. Assistant Professor, 1943-44 and since 1945.

J. RICHARD REID, PH.D. 921 Main St., Leicester
Assistant Professor of Romance Languages since 1944.
A.B., Swarthmore College, 1935; A.M., Harvard University, 1936; Ph.D., 1943.

KARL O. E. ANDERSON, PH.D. 138 Woodland St.
Assistant Professor of English since 1945.
A.B., Harvard, 1927; A.M., 1928; Ph.D., 1942.

HARRY J. OLDER, PH.D. 86A Elm St.
Assistant Professor of Psychology since 1946 (January). Asosciate Director of Veteran's Administration Guidance Center.
A.B., Fort Hays Kansas State College, 1939; M.S., 1941; Ph.D., Clark University, 1942.

ELIOT H. RODNICK, PH.D. 297 Belmont St.
Assistant Professor (Affiliate) of Abnormal Psychology.
B.A., Yale University, 1933; Ph.D., 1936. Visiting Lecturer, 1942-43; Assistant Professor (Affiliate) since 1943.

NORRIS D. HOYT, PH.D. 28 Copperfield Rd.
Instructor in English since 1940.
A.B., Yale College, 1936; Ph.D., 1941.
Returning from war service, February 1, 1946.

CLEMENS DE BAILLOU 144 Woodland St.
Instructor in German since 1945.
Drill Master in German, 1943-45.

WILLIAM SELF 1 Oak St.
Instructor in Music since 1945.
Director of Glee Clubs.

LEO WILLIAM ZIEMLAK, A.M. Estabrook Hall
Instructor in Chemistry since 1945.
A.B., Clark University, 1943; A.M., 1944.

DONALD HENRY LETENDRE, A.M. 29 Church St., Spencer, Mass.
Instructor in English and French since 1946 (January).
A.B., Clark University, 1938; A.M. in Ed., 1939.

MARGARET T. SHAY, A.M. 34 Allen St.
Director of Division of Nursing Education since 1944.
B.S., New York University, 1942; A.M. 1943.

DAVID L. HATCH 3A Perkins St.
Visiting Lecturer in Sociology.

GUY H. BURNHAM, A.M. 19 Woodman Rd.
Cartographer, Graduate School of Geography.

YVONNE CORPORON 40 Roxbury St.
Drill Master in French since 1945.
Docteur de l'Universite, University of Toulouse, 1933.

MANUEL RENASCO, A.B. 36 Boynton St.
Drill Master in Spanish since 1944.
A.B., Instituto Pedagógico, Managua, Nicaragua, 1943.

ERNEST RAYMOND WHITMAN 21 Maywood St.
Director of Physical Education.

M. HAZEL HUGHES, B.ED. 638 Pleasant St.
Director of Student Activities in the Women's College, and Director of the Physical Education Dept. for Women since 1942.

MICHAEL B. FOX, M.D. 390 Main St.
Medical Director for Men.

CONSTANCE KALIRIS, M.D. 52 Downing St.
Medical Director for Women.

Administrative Boards and Committees

THE UNIVERSITY FACULTY

The Faculty consists of the President, the Librarian, and all members of the staff giving regular courses of instruction. It has immediate supervision over the general educational work of the university and is responsible for the nomination to the Board of Trustees of candidates for baccalaureate degrees and for honorary degrees.

Secretary of the Faculty, Dwight E. Lee.

THE UNIVERSITY SENATE

An advisory board appointed by the President.

Samuel J. Brandenburg
Jessie L. Bullock
Loring H. Dodd
David M. Dougherty
W. Elmer Ekblaw
Robert S. Illingworth
Vernon Jones
Dwight E. Lee
Homer P. Little

THE GRADUATE BOARD

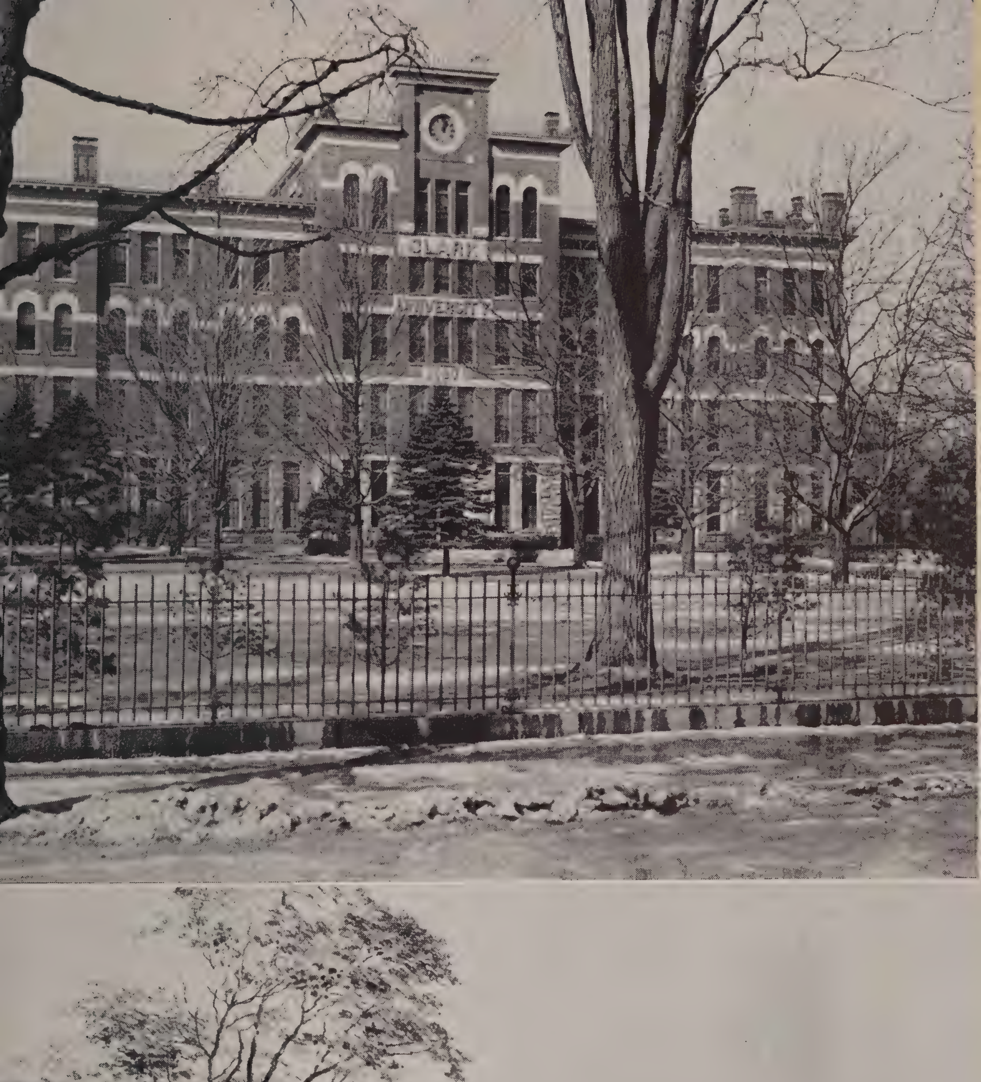
The Graduate Board consists of the President and representatives of the departments offering advanced graduate instruction. It has general control of the work of the Graduate Division and is responsible for the nomination to the Board of Trustees of candidates for the degrees of Master of Arts and of Doctor of Philosophy.

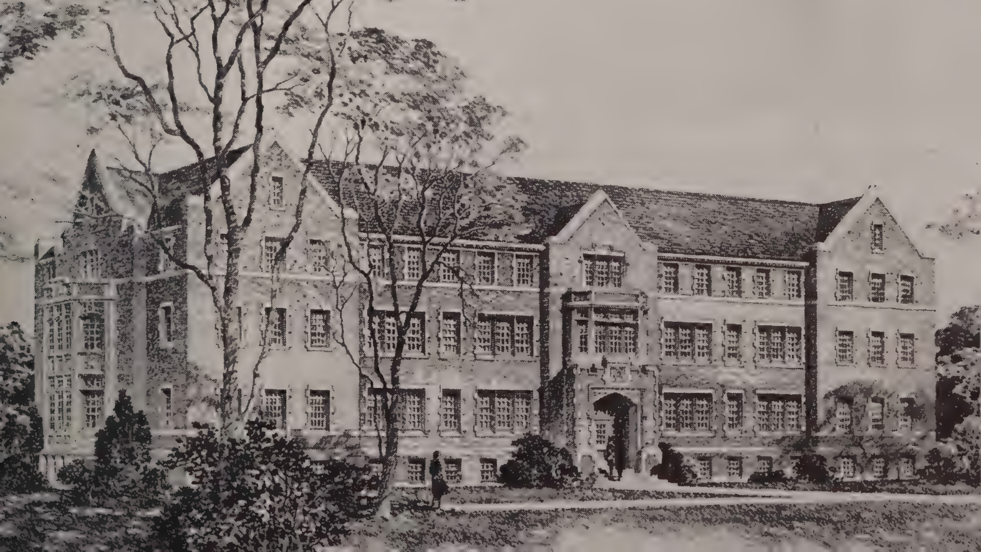
President Wallace W. Atwood, *ex officio*
Samuel J. Brandenburg
Jessie L. Bullock
W. Elmer Ekblaw
Vernon Jones
Dwight E. Lee
Benjamin S. Merigold
David Potter
Samuel Van Valkenburg
Robert H. Brown, *Secretary*

THE COLLEGE BOARD

The College Board consists of the President, the Dean of the college, and six members of the Faculty, appointed by the President. It has immediate supervision over the work of the Undergraduate Division, subject to the control of the Faculty, and recommends to the Faculty candidates for the degree of Bachelor of Arts.

President Wallace W. Atwood
Dean Homer P. Little
ex officio
Haven D. Brackett
Robert H. Brown
M. Hazel Hughes
Paul Marble
Percy M. Roope
Rudolph F. Nunnemacher, *Secretary*


CLARK
UNIVERSITY



THE COMMITTEE ON EXTENSION COURSES

The Committee exercises general supervision over "courses of college grade for adults" and over candidates for the degree of Bachelor of Education, and recommends to the Faculty candidates for this degree.

President Wallace W. Atwood, *ex officio*
Samuel J. Brandenburg, *Chairman*
C. E. Melville, *Secretary*
John E. Bell
Henry M. Bosshard
Homer P. Little

THE COMMITTEE ON PERSONNEL AND ORGANIZATION

Elected annually to advise the President regarding the personnel and the organization of departments.

Haven D. Brackett
Jesse L. Bullock
Vernon Jones
Dwight E. Lee
Homer P. Little

THE ACADEMIC COUNCIL

The Council, established by vote of the faculty, is appointed by the President of the University subject to regulations providing for the distribution of its membership among the various divisions and departments.

Its duties are to make recommendations regarding undergraduate educational policies, to check on the program of courses offered to undergraduates and to supervise "honors work", "senior surveys" and comprehensive examinations.

The President of the University, *ex officio*
The Dean of the College, *ex officio*
David Potter, *Chairman*
Arthur E. Martell, *Secretary*
Henry M. Bosshard
Robert H. Brown
Paul Marble
J. Richard Reid
Percy M. Roope
Edwin C. Rozwenc
Henry J. Warman

STANDING COMMITTEES OF THE GRADUATE BOARD

The President of the university is, *ex officio,* a member of all committees of the Graduate Board.

THE COMMITTEE ON CREDENTIALS

The committee passes upon applications for admission to the graduate division and makes recommendations to the Graduate Board in respect to fellowships and scholarships and candidacy for graduate degrees.

S. Van Valkenburg, *Chairman-Secretary*
Samuel J. Brandenburg — Vernon Jones
Jesse L. Bullock — Dwight E. Lee

THE COMMITTEE ON PROFICIENCY IN FOREIGN LANGUAGES

The committee examines candidates for the degree of Doctor of Philosophy for proficiency in foreign languages.

H. M. Bosshard, Professor of German
David M. Dougherty, Professor of Romance Languages
A representative of the students' major department

STANDING COMMITTEES OF THE COLLEGE BOARD

The President of the university and the Dean of the college are, *ex officio,* members of all committees of the College Board.

EXECUTIVE COMMITTEE

Rudolph F. Nunnemacher, *Secretary* — Paul F. Marble

THE COMMITTEE ON ADMISSIONS

Samuel J. Brandenburg — Carey E. Melville
Robert S. Illingworth — David Potter

THE COMMITTEE ON ATHLETICS

David Potter, *Chairman* — Ernest R. Whitman

COMMITTEE ON STUDENT FINANCES

Guy H. Burnham, *Chairman*
George E. Hargest — Ernest R. Whitman

COMMITTEE ON SOCIAL AFFAIRS

Edwin C. Rozwenc, *Chairman*
M. Hazel Hughes

COMMITTEE ON FRATERNITIES

J. Richard Reid, *Chairman* — W. Elmer Ekblaw

COMMITTEE ON PUBLICATIONS

Dwight E. Lee, *Chairman*
Henry M. Bosshard
Percy M. Roope

COMMITTEE ON STUDENT PERSONNEL

Henry M. Bosshard, *Chairman*
Robert H. Brown
Paul F. Marble

THE COMMITTEE ON VETERANS

David M. Dougherty, *Chairman*
John E. Bell
Percy M. Roope
Samuel Van Valkenburg

General Information

Clark University is located in Worcester, Massachusetts, an industrial and educational center with a population of about two hundred thousand. It is approximately forty miles from Boston and from Providence, R. I., and about two hundred miles from New York City.

ORGANIZATION

The UNIVERSITY includes:

THE UNDERGRADUATE DIVISION (Clark College) offering to men a general college course leading to the degree of Bachelor of Arts and a vocational course leading to the degree of Bachelor of Business Administration.

THE UNDERGRADUATE DIVISION OF BUSINESS ADMINISTRATION which supervises, in the college, the program leading to the degree of Bachelor of Business Administration.

THE WOMEN'S COLLEGE offering to women, in coöperation with Clark College, courses leading to the degrees of Bachelor of Arts and Bachelor of Business Administration.

THE GRADUATE DIVISION offering advanced instruction leading to the degrees of Master of Arts and Doctor of Philosophy.

THE GRADUATE SCHOOL OF GEOGRAPHY offering programs leading to graduate degrees in geography.

THE GRADUATE DIVISION OF INTERNATIONAL AFFAIRS offering programs leading to graduate degrees in international affairs.

THE GRADUATE DIVISION OF EDUCATION, in the Department of Psychology and Education, offering programs leading to the degree of Master of Arts in Education.

THE EXTENSION DIVISION: inactive during the war.

THE LIBRARY with a separate endowment, offering opportunities for study and research.

THE ART DEPARTMENT with a separate endowment for the preservation and expansion of the art collection.

THE CLARK UNIVERSITY PRESS is associated with the university in the publication of scientific books and journals.

DEPARTMENTS at present offering courses of study are:

Ancient Languages and Literatures
Biology
Chemistry
Economics and Sociology
English Language and Literature
Fine Arts

Geography
Geology
German Language and Literature
History and International Relations
Mathematics
Physics
Psychology and Education
Romance Languages and Literatures

Courses in drawing and painting, in music and in the cultural development of various peoples are offered in the Department of Fine Arts.

Courses in business administration are afforded under the supervision of the Undergraduate Division of Business Administration.

THE ACADEMIC YEAR

The academic year, as established by vote of the faculty in the spring of 1945, consists of two sixteen-week semesters. For the present a twelve-week summer term supplements the regular academic year.

The "first semester" begins on the Monday before the fourth Thursday in September and ends on the Saturday before the nineteenth Monday of the academic year. The "second semester" begins on the nineteenth Monday and ends on the Saturday before the thirty-sixth Monday.

Commencement Day, at the end of the second semester, falls within the last ten days of May.

There are three recesses during the college year: Thanksgiving Day and the two days following; two weeks including Christmas and New Year's Day; and a week near the first of April. University exercises are suspended also on Washington's Birthday and Memorial Day.

The summer term begins on a Monday early in June and continues in session for twelve weeks.

The summer term makes it possible for an undergraduate to complete the requirements for a bachelor's degree in three calendar years or less. It is an integral part of the college year for those who take advantage of it.

The summer term is divided into two six-week sessions. The program for the second session is designed to meet the needs of teachers in the public schools and others who, in normal times, would attend a six-week summer school.

Students are expected to be present on the first day of each term and to continue in attendance from day to day to the end of the term.

ADMISSION

Three classes of students are admitted:

1. Undergraduates. For requirements see announcement of the Undergraduate Divisions.

2. Graduate students. For requirements see announcement of the Graduate Divisions.

3. Special students. (a) Persons, not candidates for a degree, who wish to take advantage of the opportunities for study afforded by the university, and who give satisfactory evidence of adequate preparation for the work which they wish to undertake.
(b) Candidates for the degree of Bachelor of Education.

Special students are under the supervision of the College Board: they are not classified as college students or as graduate students.

The university reserves the right to require the withdrawal at any time of any student whose record in either conduct or scholarship fails to meet the expectations implied by his admission.

Requests for information and for application forms should be addressed to CLARK UNIVERSITY, 950 MAIN STREET, WORCESTER (3), MASSACHUSETTS.

MATRICULATION FEE

A matriculation fee of $5 is required of all students at the time of their first enrollment in Clark University.

Persons who attend as "auditors" are not required to matriculate.

Official statements of record are issued by the Recorder of the university for matriculated students only.

TUITION

The regular academic year. Tuition for undergraduates with programs of not more than five courses is $300 for the "academic year." Undergraduates who enroll for more than five courses pay additional tuition at the rate of $60 per course. Each undergraduate also pays a yearly "activities fee" of $20.

Tuition for graduate students with normal programs is $300 per year. Graduate students who enroll for less than a full program are charged at the rate of $60 per year for each course.

Special students. Tuition for special students is at the rate of $10 per semester hour.

One half of the annual tuition and of the activities fee is collected at the beginning of each semester.

If tuition is not paid within ten days after the beginning of a semester the enrollment of the student lapses. A student whose enrollment has thus lapsed may be re-enrolled, with the permission of the proper administrative officer, on payment of the overdue tuition with an additional fee of $2.

Summer term. Tuition in the summer term, with a normal program of two courses, is $60 for each session of six weeks. Tuition is charged at the rate of $10 per semester hour for other programs.

Tuition is due and payable at any time before 5 P.M. of the Thursday following the beginning of each session of the summer term.

The following regulation was adopted by the trustees on March 28, 1931:

"No refund of tuition and no release of obligation to pay tuition shall be made because of failure for any reason on the part of a student to complete the work of any semester after it is begun."

LABORATORY FEES AND DEPOSITS

Laboratory fees, payable at the time of registration, are charged in undergraduate "laboratory courses" as follows:

$10 for each course (six semester hours).

$5 for each half-course (three semester hours).

For courses yielding other amounts of credit the fees are adjusted on the above basis.

A "breakage deposit" is required in all undergraduate "laboratory courses" in chemistry. These deposits are collected by the Bursar, at the time of registration, according to the following schedule:

$20 for any one of the courses in the following list: 110, 111, 215.

$30 for any two of the above courses taken concurrently.

$10 for each year course, excepting those listed above.

$5 for each half course, excepting those listed above.

For courses yielding other amounts of credit, the deposits are adjusted on the above basis.

The Bursar returns any unused balance and collects any charge for breakage in excess of the deposit, after the course is completed.

Graduate students taking undergraduate courses pay the same fees and deposits as undergraduates.

A deposit of $25 is required of each graduate student in the department of chemistry, at the beginning of the year. Ordinary supplies and materials are charged to the student's account at cost. Any balance remaining is refunded at the end of the year.

DIPLOMA FEES AND PUBLICATION FEES

For a bachelor's degree, the diploma fee, $5, is due at the beginning of the term in which the candidate expects to complete work in residence for the degree.

For a master's degree, the publication fee, $10, and the diploma fee, $10, are due when formal application for admission to candidacy for the degree is filed.

For the degree of Doctor of Philosophy, the publication fee, $15, and the diploma fee, $25, are due when formal application for admission to candidacy for the degree is filed.

MISCELLANEOUS FEES

Each freshman pays an "induction period fee" of $2.00.

The "activities fee" is listed in connection with "tuition."

Graduate students who use the gymnasium pay a fee of $10 per year.

Graduate students in geography pay, in addition to the regular tuition, a "camp fee," a "workroom fee" and a "classroom-materials fee." For details see the announcement of the Graduate School of Geography.

DINING HALL

Board at the dining hall is furnished at a reasonable rate which has varied from year to year. During the current year the charge is $8.50 per week, with *no refunds for absences except in cases of protracted illness.*

Undergraduates who do not live in their own homes are required to board at the dining hall.

DORMITORIES

Freshman men not living in their own homes or with near relatives are required to room in Estabrook Hall.

Women students who do not live in their own homes or with near relatives are required to room in one of the Women's Dormitories.

The charges for rooms in Estabrook Hall are as follows:

For all rooms, except those on the mezzanine floor:

- Suite of two rooms occupied by two men, $125 per year for each occupant.
- Suite of two rooms occupied by one man, $150 per year.
- Single room occupied by two men, $110 per year for each occupant.
- Single room occupied by one man, $135 per year.

For rooms on the mezzanine floor:

- Single room occupied by two men, $115 per year for each occupant.
- Single room occupied by one man, $135 per year.

The charges for rooms in the Women's Dormitories are as follows:

Single room, $150 per year.
Double room, $100 per year for each occupant.

Dormitory room rent is payable either in advance or one-fifth at the beginning of each semester and one-tenth on the first day of November, December, January, March, April and May. Each student is required to deposit $25 before occupying a room. This deposit is returned, less a charge for lights and any charges for damages to the room or its furnishings, when the key to the room is surrendered to the Bursar.

Rooms are assigned to freshmen in order of application, when the application is accompanied by the deposit of $25. Students who indicate a desire to room together will be accommodated whenever possible. Rooms not required for freshmen may be rented by upper classmen or by graduate students.

EXPENSES

A student in the college who lives in the dormitory and boards at the dining hall will find that the necessary cost for a college year (September to June) is about $750 in addition to personal expenses. This expense is distributed as follows:

Annual fees	
Tuition	$300.00
Room rent	100.00 to 150.00
Board (32 weeks at $8.50)	272.00
Activities fee	20.00
Laboratory fees (estimated)	10.00
Books and supplies (estimated)	25.00
Total	$727.00 to $777.00
Non-recurring fees, collected in the first year only	
Matriculation fee	$5.00
Induction period fee	2.00

The Library

N. ORWIN RUSH, *Librarian*

HELEN J. ELLIOT, *Cataloger* GUY BURNHAM, *Cartographer*

Library Assistants

MARION HENDERSON JANICE E. RIPLEY

BARBARA H. STONE, *Office Assistant*

The Library, under the terms of Mr. Clark's will, received one-quarter of his estate for the "support and maintenance of a university library." Thus from the very beginning, the University was provided with good library facilities so essential in higher education.

The book collection consists of over 175,000 volumes, and the Library receives more than 650 periodicals and newspapers. Some of the outstanding features of the Library's collection are many complete sets of scientific journals, a special library of art housed in the Art Room, and an excellent collection of maps. The University's collection of music on phonograph records is kept in the Library, to which has just been added a Carnegie Music Set consisting of 648 records. The Library's service to those engaged in research work has been greatly improved by the acquisition of a Recordak Library Film Reader.

In general, the Library aims to provide suitable materials and an atmosphere for study and research, and reading of cultural and recreational value.

In addition to the facilities provided by the University Library, students may avail themselves of several other excellent libraries in the city: the Worcester Public Library, the library of the American Antiquarian Society, the library of the Worcester District Medical Society, and the Holy Cross College Library.

THE ART COLLECTION

Loring Holmes Dodd, *Curator of Art*

In his last will and testament the founder of the university bequeathed to it his collection of oil paintings and other works of art, together with the sum of $100,000 as a permanent and separate endowment for the maintenance and enrichment of the "art department." Under these conditions a large room on the upper floor of the library building has been furnished and equipped with overhead lighting. In this room are displayed a selection from Mr. Clark's paintings and other works of art, his most valuable and finely bound books along with other objects. A series of eight very beautiful stained glass windows by Joseph Reynolds, Jr., one of the most noted stained glass craftsmen in the country, have recently been added to the collection, each of these representing a phase of teaching at the University. Special exhibitions are arranged from time to time.

The Undergraduate Division

"CLARK COLLEGE"

The college offers a general program leading to the degree of Bachelor of Arts, and a vocational program leading to the degree of Bachelor of Business Administration.

ADMISSION TO THE FRESHMAN CLASS

Inquiries regarding admission and requests for blank forms should be addressed to the Dean of the College, Clark University, Worcester, Mass. Application for admission should preferably be made by March 1. *No application received after May 1 can be promised consideration.*

An applicant for admission to the freshman class is required to furnish satisfactory "character references." He must also furnish his records in any preparatory schools which he has attended. Records of entrance examinations which he may have taken and of action by any other college in respect to his admission are also required.

The completion of a four-year high school course or its equivalent, including fifteen acceptable units of credit, is normally required for admission to the freshman class. The term "unit" is understood to mean approximately one-quarter of the pupil's normal program of work for the school year.

The "fifteen acceptable units of credit" must include:

- Required subjects, 5 units.
  - English 3 units (4 years).
  - *Mathematics, 2 units (algebra and geometry).
- Restricted electives, 7 or more units chosen from:
  - Foreign language, 2, 3, or 4 units. (The college does not accept less than 2 units in any foreign language.)
  - Social sciences, 2 or 3 units (history, government, civics, economics, etc.)
  - Natural sciences, 2 or 3 units (physics, chemistry, biology, etc.)
  - Mathematics, 1 or 2 units (in addition to required units).
- Free electives; not more than 3 units, at the discretion of the committee on admissions, in subjects recognized by the applicant's preparatory school in its regular program.

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*Applicants expecting to specialize in "science" are advised to present at least 3 units of mathematics.

Quality Requirements. Applicants whose references are satisfactory and who are "certified" in fifteen acceptable units will be admitted without conditions. A principal may also give "blanket certification" without consideration of specific subjects. In doing so he accepts complete responsibility for the student's success in college.

Applicants who present fourteen "certified" units and one "pass" unit may be admitted with *one condition* (see below) ; applicants who present thirteen "certified" units and two "pass" units may be admitted with *two conditions.* No applicant with less than thirteen acceptable units of "certified" credit or its equivalent will be accepted without examination unless his average grade places him in the highest quarter of the class with which he graduates from high school. Applicants who qualify under this provision may be admitted "with two conditions."

Certificates are accepted from schools in New England under the regulations of the New England College Admissions Board.

A certificate from a school which lies outside the jurisdiction of the board may be accepted and will be interpreted in the spirit of the regulations of the board. The school will be judged in respect to continued certification privilege, on the basis of the college records of the candidates in the "certified" subjects.

Entrance Examinations. Applicants who cannot present the necessary number of "certified" units should arrange in consultation with the Dean of the college to take "College Board" examinations. The college will determine in each case what constitutes a satisfactory record in the examinations.

Conditions. Conditions may be in specified subjects, or may be general, in the latter case indicating some deficiency in the candidate's preparation as a whole.

Applicants who are accepted "with conditions" have an opportunity to free themselves from these conditions before enrolling, by satisfactory records in "College Board" examinations.

Conditions are removed if, at the end of freshman year, the student has met the scholarship requirements for regular standing, namely, no failures and grades above D+ in three-fourths of the normal credit for the year.

A last chance to remove conditions is offered by "College Board" examinations after the end of the freshman year and before the beginning of the sophomore year.

Each condition not removed before the beginning of the sophomore year is replaced by an additional requirement for graduation amounting to one half course.

ADMISSION WITH ADVANCED STANDING

A student who wishes to enter the college after attending another institution of college grade is required to submit a letter of honorable dismissal, a complete transcript of his record at the institution last attended and such other information as the Committee on Admissions may request. If he is admitted he will be provisionally classified as a freshman, sophomore, junior, or senior and will be permitted to register for a program corresponding to this classification. He will not be given a final class rating until he has been in residence for at least one term.

After a term in residence he will be given conditional credit for the work done elsewhere to an amount determined by vote of the College Board, on the recommendation of the Recorder and the departments concerned.

Graduates of the three year course of the Worcester Art Museum school may be admitted as candidates for the bachelor's degree with the rank of *junior* in the college.

The bachelor's degree will not be conferred upon a student until he has spent at least a year in residence at Clark University, and usually not unless the period of residence includes the two semesters immediately preceding the granting of the degree.

THE WAR EMERGENCY ACCELERATED PROGRAM

One result of our national emergency has been the attempt of institutions of higher education to speed up their undergraduate program in order that their students may make the maximum possible progress toward completing the requirements for a degree before responding to the call of their country.

Since 1942, Clark University has offered an "accelerated program" of college work which permits a student who takes advantage of the twelve-week summer term to complete the requirements for a bachelor's degree in three calendar years. In exceptional cases the time may even be shortened to two years and eight months.

FACULTY ADVISERS

When a student is admitted to the college he is assigned to a member of the faculty who will act as his adviser. The adviser will assist the student in making up his program of studies for registration and will be ready at all times to afford him help and counsel.

FRESHMAN INDUCTION PERIOD

The freshman class of the men's college assembles at the college on Friday before the opening of the academic year to become acquainted and to complete various important preliminaries before the beginning of class work. If conditions warrant, the induction period is spent at some suitable place in the country, not too far from Worcester. This involves a small special charge.

REGISTRATION

Registration of a program of studies for each term of the college year takes place at or before the beginning of the term. Due notice of registration periods is given. Failure to register before the end of the periods designated involves a charge of $1 for each day's delay up to a maximum of $5.

Changes in registration may be made, on forms supplied by the Recorder, within a reasonable time after the beginning of any term.

Freshmen may register for programs of either five or six courses in the first term. In subsequent terms programs of six courses are restricted to students whose average grade in all courses for the preceding term has been C+ or better, except in the case of seniors. A senior whose graduation depends upon the completion of a program of six courses may register for such a program if his average grade for the preceding term has been C— or better.

The designation of a *major subject* is required as part of registration at the beginning of a student's second year in college. This election when once recorded may be changed only with the approval of the Dean. Although the *major subject* is not officially recorded until the student's second year in college, he should plan his program from the beginning with his probable choice in mind.

STUDENT PROGRAMS

The curriculum permits considerable freedom of adjustment to individual differences of interest. Each student's program of studies includes a group of courses constituting a *major,* also courses in English, in foreign language, and in fine arts or music, and other courses chosen under regulations intended to insure a reasonable distribution of work among the various departments. A large part of each program is made up of courses chosen without restriction.

For statements regarding courses which may be combined to form a *major,* the announcements of the different departments should be consulted.

A regular student normally carries a program of five courses in addition to required work in physical training, from September to

June. In general it is expected that a course meeting three times weekly will require two hours of preparation for each lecture or recitation. Laboratory periods are usually three hours in length.

A student carrying the regular program should expect his college work to require from forty-five to fifty hours of his time per week, in addition to the work in physical training.

A candidate for the bachelor's degree in less than the normal period of time will generally carry a program of six courses and should expect to spend his entire time on college work.

Subjects in which instruction is offered are grouped in four divisions:

DIVISION A. (Science and Mathematics.) Biology, botany, chemistry, experimental psychology, geology, mathematics, meteorology, physics, physiology.

DIVISION B. (Social Sciences.) Economics, education, geography, history, international relations, psychology, sociology.

DIVISION C. (Language.) Ancient languages, English, German, romance languages.

DIVISION D. Fine Arts.

The Freshman Program. A first-year student must make up his program entirely from courses designated as "Open to Freshmen."

A candidate for the degree of Bachelor of Arts must include the following courses in his program for the freshman year:

1. English 11.
2. A course in foreign language.
3. A course in division A.
4. A course in division B.
5. An elective. (Mathematics 10 or 11 for students intending to major in division A.)

Candidates for the degree of Bachelor of Business Administration will follow the program outlined under the announcement of the Division of Business Administration.

Any first-year requirements which have not been completed must be included in the program of courses for the second year.

The Program for Undergraduates Other Than Freshmen. Undergraduates, other than freshmen, may enter any course listed "primarily for undergraduates," for which, in the judgment of the instructor in charge, they are prepared. Seniors and juniors who have completed the published prerequisites are admitted, at the discretion of the instructor in charge, to courses listed "for advanced undergraduates and graduate students." Undergraduates are not admitted to courses "primarily for graduate students" except in rare

Estabrook Hall

PINE PATH
THE ARK.

cases, and then only by special vote of the College Board and the approval of the secretary of the Graduate Board.

Regular physical exercise is required of all students for the general promotion of their health and mental efficiency. This is scheduled at times which avoid conflict with recitation hours. *Students are usually excused from this requirement only on the recommendation of the college physician.*

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

All college regulations involving a quantitative statement of "credit" are expressed in terms of "courses."

A "course" as a unit of credit normally implies three or four class meetings or laboratory exercises per week throughout two semesters and constitutes one-fifth of a student's normal program. Where departments offer fractional courses, these will be combined in reckoning a student's total credit in courses.

A student in good standing in the college will be recommended for the degree of Bachelor of Arts whenever he completes all of the following requirements, unless in the judgment of the College Board there is cause for withholding this recommendation.

1. *Residence.* Not less than three academic years of college study in residence. At least one full year and usually the last year before the degree is conferred must be spent at Clark University.

2*. *Course requirements.* Twenty courses in addition to required physical training, except in the case of veterans who are eligible for benefits under Public Laws 16 or 346 as amended by Public Law 268. Such veterans will normally be graduated on the completion of nineteen courses, credit for the twentieth course being granted for military service and miscellaneous training in service.

   A satisfactory scholarship record must be maintained throughout the entire program.

3. *Physical training.* Three years of physical training, two hours per week. Veterans who have completed the basic training for any branch of military service are excused from the requirement in physical training.

4. *Assembly.* Attendance at a weekly assembly is required.

   Requirements 3 and 4 are in addition to the "course requirements as stated above."

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*"Accelerating students" who entered the college not later than January 1946, will be graduated on the completion of nineteen courses.

5. A *major,* i.e. seven courses, approved by the student's major department. Four or five of these courses must be in the major department, the remaining two or three must be in subjects related to the major subject.

   Of the fourteen semester grades recorded in a student's *major,* at least eleven must be C or better.

   Mathematics is a requirement in the freshman year for a student who intends to major in division A. This course may be included in the seven courses constituting the *major.*

   Elementary Greek or Latin is a requirement in the freshman year for a student who intends to major in division C, unless at least two units of one of these languages have been accepted for admission. This course may be included in the seven courses constituting the *major.*

6. *English.* (a) English 11, or its equivalent; a requirement in the freshman year for all candidates for the degree of Bachelor of Arts.

   (b) An additional half course in English literature, composition or public speaking.

   (c) Satisfactory proficiency in the use of English.

7. *Fine Arts or Music.* A half course chosen from the following list: Fine Arts 10, 11, 13, or 15; Music 12; French 113; German 14 or 141; Greek 123; Spanish 113.

8. *Foreign language.* (a) One course in foreign language, required in the freshman year.

   (b) One course in a foreign language at or beyond the level of third-year college courses in that language. This requirement may be met wholly or in part by the course required in the freshman year.

9. *Division A.* Two courses. These courses may not be distributed between more than two *fields* of study.

   Courses in the history of the sciences are not counted toward the fulfilment of this requirement.

10. *Division B.* Two courses. These courses may not be distributed between more than two *fields* of study.

GRADING AND SCHOLARSHIP

At the end of each term a final grade—in terms of A, excellent; B, good; C, average, D, poor; F, failure—is reported for each course. The modifying symbols plus (+) and minus (—) are used to indicate variations within each general classification. A report of "incomplete" is permitted only when severe sickness or some equally unavoidable circumstance prevents the completion of a course. Failures may not be "made up," except by repeating the course.

Courses with grades of D+, D or D— may not be counted toward a bachelor's degree beyond one-quarter of the total credit required; i.e., not more than five (5) such courses, or their equivalent in fractional courses, may be counted. If grades are not given in some of the twenty courses required for the degree, the maximum credit which may be counted with grades of D+, D or D— is reduced to one-quarter of the total credit from courses in which grades are given.

CLASSIFICATION OF STUDENTS

Students are classified as freshmen, sophomores, juniors or seniors on the basis of the amount of credit toward the bachelor's degree shown by their records at the beginning of each academic year. It is to be noted that this classification involves the question of quality as indicated in the preceding section. Neither length of residence nor number of courses completed will change a student's classification unless the required quality of work has been done.

A student who, at the beginning of any term, is clearly in a position to complete the requirements for the degree before the beginning of the next term is classified a *senior*.

GENERAL HONORS

First honors and *second honors* are awarded annually to members of each class who have, in the judgment of the College Board, distinguished themselves by their scholarship during the year.

The bachelor's degree is awarded *with honor, with high honor,* and *with highest honor* to members of each graduating class whose records, in the judgment of the College Board, warrant this distinction.

DEPARTMENTAL HONORS

An "honors program," leading to the degree of Bachelor of Arts *with honors in a particular department,* may be undertaken by a member of the junior class if his cumulative scholarship average places him among the highest third of his class. This plan permits an able student in coöperation with his "honors' adviser", to organize the work of his junior and senior years into a unified program which may include a certain number of "honors courses." In these he works with a considerable measure of independence under the supervision of "honors adviser". A maximum of two "honors courses" may be included in the program of any candidate for departmental honors.

Application for honors work should be made, in writing, to the major department not later than the first day of May of the sophomore year.

Admission to candidacy for departmental honors does not relieve a student from any of the standing regulations of the college except as specifically stated above. If a student's candidacy for honors is terminated for any reason, the amount of credit, if any, to be allowed for special "honors courses" will be determined by the College Board in consultation with the major department.

SCHOLARSHIP SOCIETY

The Clark Scholarship Society was organized in 1914. Its object is, "to maintain a high and broad conception of scholarship; to encourage devotion to scholarship, so conceived; to promote a close relation for mutual benefit between the undergraduate members and the faculty members of the society." Membership in the society is open to members of the faculty. Student members are elected at the end of the junior year. The selection is made from students with highest standing in the junior class. Nominations are made by the College Board and the undergraduate members of the society elect from the students so nominated. Additional nominations are made at the middle and end of the senior year.

ABSENCES

Regulations applying to absences from scheduled class meetings and laboratory exercises are based upon the conviction that such absences, regardless of their cause, involve a loss to the student and a drag upon the class. Students are, accordingly, expected to be consistently regular in attendance. Subject to this general provision, students are given a considerable degree of freedom in the control of their attendance. It is expected that such freedom will not be abused, and that it will contribute to the growth of each student's sense of responsibility.

Detailed regulations in harmony with the foregoing principles are posted on the official bulletin board for the guidance of students. They are also published in the Students' Handbook, issued annually. Students are expected to familiarize themselves with these regulations.

Special regulations apply to attendance at the weekly assemblies and physical training.

EXTRA-CURRICULAR ACTIVITIES AND STUDENT LIFE

Student life at Clark is, as would be expected at a small institution, friendly and informal. Fixed rules and regulations are few, the assumption being that students will conform to the recognized standards of morality, good order, and gentlemanly conduct. College activities are, however, under sufficient faculty oversight to insure responsibility in business dealings and consideration of the welfare of the individual student and of the college community.

CLARK UNIVERSITY

WORCESTER, MASSACHUSETTS

Summer Term
1946

For students already in college who wish to proceed with utmost speed toward completion of their course.

For veterans who wish to begin or continue their college course at the earliest possible moment.

For teachers or other adults who desire further undergraduate or graduate training.

For high school students who graduate in June and are desirous of beginning pre-professional or general college training before entering military service.

SUMMER TERM CALENDAR

First Session

June 3—Registration
June 4—Classwork begins, 7:50 A M
July 4—Independence Day, a holiday
July 11 and 12—Examinations

Second Session

July 15—Registration
Aug. 22 and 23—Examinations
Aug. 23—Commencement, 5 P M

SUMMER TERM FACULTY

(All of Clark University unless otherwise stated)

WALLACE W. ATWOOD, PH.D., SC.D.
President, Professor of Physical and Regional Geography, and Director of the Graduate School of Geography.

HOMER P. LITTLE, PH.D.
Dean of the College and Professor of Geology.

KARL O. E. ANDERSON, PH.D.
Assistant Professor of English.

CLEMENS DE BAILLOU
Instructor in German.

HENRY M. BOSSHARD, PH.D.
Professor of German.

ROBERT H. BROWN, PH.D.
Associate Professor of Experimental Psychology.

GUY H. BURNHAM, M.A.
Cartographer, Graduate School of Geography.

EDWIN B. CODDINGTON, PH.D.
Assistant Professor of Social Sciences. (Teachers College of Connecticut.)

DAVID M. DOUGHERTY, PH.D.
Professor of Romance Languages.

W. ELMER EKBLAW, PH.D.
Professor of Geography.

PAUL FISHER, J.D.
Assistant Professor of Economics and Sociology.

GEORGE E. HARGEST, M.ED.
Assistant Professor of Economics and Business Administration.

M. HAZEL HUGHES, B.ED.
Director of Student Activities in the Women's College.

VERNON JONES, PH.D.
Professor of Educational Psychology.

PAUL F. MARBLE, A.M.
Associate Professor of English.

ARTHUR E. MARTELL, PH.D.
Associate Professor of Chemistry.

F. EUGENE MELDER, PH.D.
Associate Professor of Economics and Business Administration.

CAREY E. MELVILLE. A.B.
Professor of Mathematics.

RUDOLPH F. NUNNEMACHER, PH.D.
Associate Professor of Biology.

DAVID POTTER, PH.D.
Professor of Biology.

J. RICHARD REID, PH.D.
Assistant Professor of Romance Languages.

EDWIN C. ROZWENC, PH.D.
Assistant Professor of American History.

MARGARET T. SHAY, A.M.
Director of Nursing Education.

HENRY J. WARMAN, PH.D.
Assistant Professor of Geography.

LEO W. ZIEMLAK, A.M.
Instructor in Chemistry.

Dwight E. Lee, Ph.D.
Professor of Modern European History

Each six-week course yields credit and costs $30.00. Two courses for twelve weeks cost $120.00 and yield twelve semester hours of credit. The matriculation fee, for new students, of $5.00 and laboratory fees of $5.00 per term are additional, as are board, room and books. There is also a special breakage deposit in chemistry.

The men's dormitory is one block from the recitation halls; the women's dormitories are across the street from them. Dormitory facilities are somewhat limited. Those desiring them, especially women, should make reservations promptly. Rooms for women range from $3.50 to $5.00 per week, depending upon the location of the room. Those for men cost $5.00 per week. In addition, there is a charge of $1.00 per session for light.

COURSES

(F indicates open to Freshmen; * indicates offered the first session; † indicates offered the second session; ‡ indicates an indivisible course, i.e. one which must be carried through both sessions in order to receive credit.)

If enrolment demands, additional courses may be made available.

BIOLOGY

F S.T. 11a-b.‡ General Biology. An introduction to the fundamental principles and problems of biology. The first six weeks will deal with zoological aspects, while the second six weeks will treat the botanical field (with Mr. Potter). Divisible with the approval of the Instructor.

Daily, except Saturday, at 7:50; lab. M.Th., at 2:00.

Mr. Nunnemacher and Mr. Potter

S.T. 16a.* Histology. A comprehensive course dealing with tissue structure. Emphasis is placed on the study of mammalian tissues.

Daily, except Saturday, at 10:10; lab. T.Th.F., at 2:00.

Mr. Nunnemacher

S.T. 18b.† Genetics. An introduction to the principles of Genetics.

Daily, except Saturday, at 10:10. Mr. Potter

BUSINESS ADMINISTRATION

F S.T. 117.‡ Principles of Accounting. The organization and use of financial records, with emphasis on their interpretation as well as on the technique of procedure. Indivisible course. 2 Sections, 2nd session [illegible]

Daily, except Saturday, at 9:00. [illegible]

Mr. Hargest ~~and Mr. Melder~~

B.A. ST20 Business Law

Daily at 10:10 Mr. Fisher + Mr Melder

[illegible] SUMMER T [illegible]RSING AND NURSING EDUCATION. (Taught at Worcester State Hospital.) The course deals with a general survey and interpretation of trends and problems in the rapidly changing fields of nursing and nursing education.
Daily, except Saturday, at 11:00. MISS SHAY

PHILOSOPHY

(See Psychology)

PSYCHOLOGY AND EDUCATION

(See *Geography* announcement for a course *Geography in Education*)

(Both sessions)

S.T. 11a.* GENERAL PSYCHOLOGY. An introduction to the study of psychology emphasizing the topics of development, personality, motivation, and emotion.
Daily, except Saturday, at 9:00. MR. BROWN

S.T. 180a.* INTRODUCTION TO PHILOSOPHY. An introduction to the contemporary systems of philosophy with some consideration of their historical development.
Daily, except Saturday, at 11:20. MR. BROWN

S.T. 210b.† PSYCHOLOGICAL APPROACH TO CITIZENSHIP DEVELOPMENT. A study of the psychological principles bearing upon character and citizenship development in childhood and youth with some attention to methods and programs.
Daily, except Saturday, at 11:20. MR. JONES

S.T. 214b.† TESTS AND MEASUREMENTS APPLIED TO GUIDANCE. The use of tests and measurements in student evaluation and in educational and vocational guidance.
Daily, except Saturday, at 9:00. MR. JONES

SPANISH

F S.T. 11.‡ ELEMENTARY. For beginners. The elements of grammar and pronunciation; extensive, carefully-graded reading in both the Spanish and Spanish-American fields. Exercises in speaking and writing.
Daily, except Saturday, at 7:50.
MR. DOUGHERTY AND MR. REID

For further information address
The Dean of the College

CLARK UNIVERSITY BULLETIN
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This Bulletin is published in January, March, September, October

Entered as second-class matter December 29, 1920, at the Post Office at Worcester, Mass., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 24, 1921.

S.T.354 Research in Hist. & Int'l Rels. of Cont'l Europe Mr. Lee

S.T. 241b.† CIVIL WAR AND RECONSTRUCTION. In this course emphasis is placed upon causal factors, a study of American society during this era, and the far-reaching effects of the period upon subsequent developments in American history.

Daily, except Saturday, at 7:50. MR. CODDINGTON

MATHEMATICS

(NOTE: A well prepared student who wishes to complete a year of college mathematics in the first session of the summer term may do so by electing both parts of course 10.)

F S.T. 10b.* FRESHMAN MATHEMATICS (continuation)—chiefly algebra. This course provides for the completion of a year of freshman mathematics by students who began the course in January. It is open also to others who have some knowledge of trigonometry.

Daily, except Saturday, at 7:50. MR. MELVILLE

F S.T. 10.‡ Freshman Mathematics for students who begin the course in the summer term.

Daily, except Saturday, at 11:20. MR. MELVILLE

F S.T. 9b.† Non-credit refresher course for students who should elect mathematics in the fall but are not prepared to do so without careful review.

Daily, except Saturday, at 10:10. MR. MELVILLE

NURSING EDUCATION

S.T. 202a.* TEACHING IN THE HOSPITAL UNIT. (Taught at ~~Clark University~~.) This course includes the discussion of methods of teaching adapted to the hospital unit and practice in applying them, the selection and organization of materials of instruction; and the evaluation of student practice.

Daily, except Saturday, at 9:00. MISS SHAY

Worcester State Hospital

S.T. 206a.* ADMINISTRATION IN THE NURSING UNIT. (Taught at ~~Clark University~~.) This course is a study of the problems in the hospital of the junior executive and the head nurse. Among the administrative problems considered are principles of management, supervision of personnel, cooperative relationships with other services, and the evaluation of results.

Daily, except Saturday, at 10:10. MISS SHAY

201b Principles + Methods of Teaching

S.T. ~~208b~~.† ~~HEALTH TEACHING IN THE NURSING SCHOOL CURRICULUM~~. (Taught at Worcester State Hospital.) The course is a study of the organization and administration of an effective health program in the school of nursing. Principles and techniques useful in helping the student nurse become a teacher of health are investigated.

Daily, except Saturday, at 10:00. MISS SHAY

ST 127 Intermediate Accounting

S.T. 182a.* OFFICE MANAGEMENT. A survey of the principles of office procedure and management with special emphasis upon office organization and planning, departmental organization, standardization of equipment and methods, employee selection and training, office forms, office costs and budgets, and correspondence.
Daily, except Saturday, at 10:10. MR. HARGEST

S.T. 112b.† INTRODUCTION TO PERSONNEL MANAGEMENT. For students of personnel problems as they appear in education, industry and office work; the selection, training and management of manpower in private and public business.
Daily, except Saturday, at ~~10:10~~ 9:00. MR. FISHER

CHEMISTRY

F S.T. 11.‡ GENERAL CHEMISTRY. Chiefly inorganic. Systematic study of the elements and their principal compounds, and the fundamental laws and theories of chemistry.
Daily, except Saturday, at 9:00; lab. T.W.F., at 2:00.
MR. ZIEMLAK

S.. 15.‡ ELEMENTARY ORGANIC CHEMISTRY. Lectures on the fundamental principles of organic chemistry. Prerequisite, a grade of C— or better in course 11, or its equivalent.
Daily, except Saturday, at 11:20.
MR. MARTELL ~~AND MR. ZIEMLAK~~

ECONOMICS

S.T. 11.‡ PRINCIPLES OF ECONOMICS. An introduction to the fundamental economic principles, together with a study of the practical application of these principles to the problems of American life.
Daily, except Saturday, at 7:50. MR. FISHER

S.T. 12a.* INDUSTRIAL AND COMMERCIAL HISTORY OF EUROPE. The development of West European industry and commerce since about 1700, with brief notice of recent developments in Russia and Italy.
Daily, except Saturday, at 11:20. MR. ~~FISHER~~

S.T. 12b.† INDUSTRIAL AND COMMERCIAL HISTORY OF THE UNITED STATES. The period prior to 1860 is studied briefly. Chief attention centers on the rise of the country as an industrial and commercial power: problems of transportation, domestic and foreign trade, tariff policy, currency and finance, industrial combinations.
Daily, except Saturday, at 11:20. MR. MELDER

NOTE.—If sufficient demand develops, certain of the following courses may be offered: Principles of Sociology; the American Consumer; Labor Problems; Labor and Social Security Legislation; Statistics; Business Mathematics; Business Cycles.

ST 25a - Organized Labor in U.S.
Daily at 9:00 Mr. Brandenburg

EDUCATION

S.T. 210b.† PSYCHOLOGICAL APPROACH TO CITIZENSHIP DEVELOPMENT. A study of the psychological principles bearing upon character and citizenship development in childhood and youth with some attention to methods and programs.
Daily, except Saturday, at 11:20. MR. JONES

S.T. 214b.† TESTS AND MEASUREMENTS APPLIED TO GUIDANCE. The use of tests and measurements in student evaluation and in educational and vocational guidance.
Daily, except Saturday, at 9:00. MR. JONES

(See Geography S.T. 20b† for Geography in Education.)

ENGLISH

F S.T. 11b.* COMPOSITION AND LITERATURE. This course aims to increase clarity and accuracy in writing and reading. Written papers, primarily of an expository nature, are frequently assigned, together with readings from our literary heritage. Prerequisite: English 11a or its equivalent.
Daily, except Saturday, at 11:20. MR. ANDERSON

S.T. 15. A SURVEY OF ENGLISH LITERATURE. A twelve-week course in English literature from its beginning to the Victorian era. Divisible.
Daily, except Saturday, at 10:10.
MR. ANDERSON AND MR. MARBLE

S.T. 13b.† SHAKESPEARE. A general survey of Shakespeare's works, including the reading and class discussion of as many plays as time permits.
Daily, except Saturday, at 11:20. MR. MARBLE

F ST 124b - American Drama (7:50), Mr. Letenare
F ST 141b - Survey of Am. Novel (11:20)

FRENCH

F S.T. 12.‡ INTERMEDIATE. Review of grammar, exercises in composition and pronunciation, and intensive and extensive reading in a variety of modern texts. Prerequisites: French 11 or the equivalent in high school French (normally 2 years)—depending on the result of a placement test.
Daily, except Saturday, at 9:00. Miss [illegible]
~~MR. DOUGHERTY~~ AND MR. REID

GEOGRAPHY

F S.T. 191. CARTOGRAPHY AND GRAPHICS. Preparation of maps, graphs, charts, and block drawings. Divisible.
Daily, except Saturday, at 11:20. MR. BURNHAM

F S.T. 12a.* METEOROLOGY. Elements of Meteorology with practical exercises and emphasis on the most recent theories. The running of the weather station is part of the course.
Daily, except Saturday, at 7:50. MR. WARMAN

ST 284a Geog. Problems of the Americas
Daily at 11:20 Mr. Ekblaw

S.T. 283a.* GEOGRAPHY OF SOUTH AMERICA. Analysis of the major geographic regions of South America; special geographic problems of South American governments and peoples.
Daily, except Saturday, at 10:10. MR. WARMAN

~~S.T. 20b.† GEOGRAPHY IN EDUCATION. A survey of geography in the present-day American school designed to meet the needs of prospective teachers of geography and teachers in service.~~
~~*Daily, except Saturday, at 7:50.* MR. WARMAN~~

S.T. 26b.† ECONOMIC GEOGRAPHY. An analysis of occupations—hunting, fishing, forestry, grazing, farming, mining, manufacturing, transportation, and trade.
Daily, except Saturday, at 10:10. MR. ~~WARMAN~~ Murphy

S.T. 27b.† HUMAN GEOGRAPHY. Considers influence and effect of location, area, relief, coastline, drainage systems, climate and other geographic factors, separately and in their mutual interaction upon the economic, social, and political development of peoples and states.
Daily, except Saturday, at 9:00. MR. EKBLAW

Problems of the Old World
S.T. 285b.† GEOG~~RAPHY OF~~ EUROPE. Intensive survey of the continent and detailed study of selected regions.
Daily, except Saturday, at ~~11:20~~. 7:50 MR. ~~EKBLAW~~ Van Valkenburg

F ST 16b Elements of Pol. Geog
10:10 Mr. Van Valkenburg

GERMAN

F S.T. 11.‡ READING APPROACH TO GERMAN—For Beginners. Study of vocabulary, pronunciation, elements of grammar, composition, and reading of easy prose.
Daily, except Saturday, at 9:00.
MR. BOSSHARD AND MR. DE BAILLOU

F S.T. ~~12~~ 13.‡ ~~SECOND~~ Third YEAR GERMAN. Reading, thorough review of grammar essentials and exercises in composition.
Daily, except Saturday, at 11:20.
MR. BOSSHARD AND MR. DE BAILLOU

HISTORY

F S.T. 17.‡ AMERICAN HISTORY SINCE 1783. After a brief survey of the American Revolution, the course will treat carefully the period since 1783. Divisible with the approval of the Instructor.
Daily, except Saturday, at 10:10.
MR. ROZWENC AND MR. CODDINGTON

S.T. 23a.* AMERICAN DIPLOMATIC HISTORY. The history of the foreign relations of the United States from 1783 to the present.
Daily, except Saturday, at 7:50. MR. ROZWENC

The Activities Fee. Athletics and several non-athletic activities are partially supported by the "activities fee." This fee admits a student, without additional charge, to all athletic contests held on the college grounds, provides him with the college newspaper and admits him to plays and concerts presented by the dramatic and musical clubs.

Activities. Intercollegiate activities are, with a few exceptions, suspended "for the duration". A steadily increasing intramural program of athletic sports gives opportunity for widespread participation in games and contests of various sorts.

Opportunities for recreation, outside of athletics, are found in dramatic clubs and musical clubs, under expert direction; in editing and publishing the college newspaper (*The Scarlet*) and the senior yearbook (*The Pasticcio*); also in such organizations as the Debating Club and International Relations Club. Gryphon, the senior honorary society, plays an important part in campus life. Non-athletic activities are under the supervision of Faculty Advisers. A Student Judiciary Committee meets monthly to consider problems brought to its attention by students or faculty.

Occasional teas at the Alumni Gymnasium give opportunity for informal social contacts with members of the faculty and their wives and with fellow-students. Formal "proms," informal "Bohemes" and fraternity activities furnish further opportunities for social life. For many students, the most prized opportunity for social contacts is in the offices and laboratories, where members of the faculty may be visited with ease and freedom. The small size of Clark College encourages an intimacy which would be much more difficult to obtain in a large institution.

Eligibility. Participation in organized extra-curricular activities is denied only when a student's scholastic record indicates that continuance in an activity might be responsible for scholastic failure. A student is "eligible" if he is enrolled in a regular program of five courses and if at the end of any half term he has (a) "passed" in all courses and been graded at least C— in one of them, or (b) "passed" in all but one course and been graded at least C— in two of them.

Any student carrying less than a full program of studies is ineligible unless his program permits graduation at the end of the term in which the reduced program is carried.

Ineligibility becomes effective the eleventh day after the beginning of a half term and continues through the tenth day of the succeeding half term.

Students admitted with advanced standing from another college are ineligible during the first half term of residence at Clark College.

A special student is not a college student and is therefore not authorized to participate in competitive college "activities". The College Board may, however, permit such participation in the case of a special student who is enrolled for a full program (five courses). Special students may participate in non-competitive activities under special regulations established by the College Board.

SCHOLARSHIPS

Applications for undergraduate scholarships should be filed at an early date on forms which may be secured at the college office.

THE JONAS G. CLARK SCHOLARSHIPS, established by the trustees, provide either full tuition or half tuition for undergraduate male students from outside of Worcester.

To be eligible for a scholarship award an entering student must have averaged in the upper third of his preparatory school class. The scholarship committee may continue the award from term to term as long as the student maintains an average in the upper half of his college class.

THE THEODORE T. AND MARY G. ELLIS FUND provides scholarships covering half tuition or, in some cases, full tuition for male residents of Worcester who are students in "the collegiate department of Clark University." The eligibility requirements are the same as for Jonas G. Clark Scholarships. Sufficient funds have been provided to make it questionable whether any qualified male resident of Worcester who desires a college education need forego such an advantage.

THE SANFORD MEMORIAL SCHOLARSHIP FUND, established by alumni of the university, provides an annual scholarship, amounting at present to $200, for a male undergraduate.

THE LIVERMORE AND AMBULANCE SCHOLARSHIP was endowed by citizens of Worcester in honor of Charles Randall Livermore, the first Clark man to fall in battle in the first World War, and of his companions in the Clark Unit of Ambulance Drivers. Fifty dollars or more is awarded annually, on the basis of academic success, character, and usefulness to the college. This scholarship is for male students who are residents of Worcester County.

THE HENRY A. WILLIS FUND provides scholarships for male students from Fitchburg, Massachusetts, and vicinity. In the absence of suitable candidates from this community grants may be made to others.

THE HELEN BREWSTER RANDOLPH MEMORIAL SCHOLARSHIP, established by the late Professor Randolph, provides about $250 annually for scholarships for male college students, preferably those whose "major" is a foreign language.

THE GORDON A. HUBLEY SCHOLARSHIP FUND of approximately $25,000 was bequeathed by Alice B. Hubley in memory of her son, a graduate of the college in the class of 1910. The income is to be used for the assistance of male undergraduates who are residents of Worcester.

THE B'NAI BRITH SCHOLARSHIP, provided by the Worcester chapter, Order of B'Nai Brith, is primarily but not exclusively for the aid of Jewish students.

THE PROBUS CLUB OF WORCESTER offers a scholarship of one hundred dollars.

THE HARRY G. FAGER SCHOLARSHIP of the Odin Club is awarded annually to some young man of superior scholarship and personality, with limited means and of Scandinavian blood, from Worcester or vicinity. This scholarship, $200, is awarded every second year to a student at Clark University.

THE CLARK UNIVERSITY FACULTY WOMEN'S CLUB offers scholarships to students who rank high in intellectual and personal qualities. The club is assisted by alumnae and wives of alumni.

THE CLARK UNIVERSITY ALUMNAE ASSOCIATION offers at present two scholarships of one hundred and fifty dollars to students in the Women's College.

Aid given in the form of scholarships is not regarded as a loan. It is recognized, however, that those who receive such aid may wish to return the amount in later years. Any sums received from this source will be added to the Alumni Loan Fund of the College or to any designated scholarship fund.

LOAN FUNDS

Loans are covered by endorsed notes payable at a fixed date and bear interest at the rate of 4 per cent per year. Interest received from loans is in all cases added to the fund from which the loan was made.

THE ALUMNI LOAN FUND is a permanent revolving fund established by the trustees and the alumni. To this has been added a fund of about $500 contributed by L. Kelly Foster, C. B. L. Kelley, Isador Lubin, H. M. Smith, and others.

THE ESTABROOK LOAN FUND was created by the generosity of the late Arthur F. Estabrook of the Board of Trustees.

THE HASKELL TALAMO LOAN FUND has been established by relatives and friends of the late Doctor Haskell Talamo, A.B., Clark University, 1916.

THE LOUIS N. WILSON FUND, established by the first librarian, of Clark University, is used as a revolving loan fund for male students in the college.

Loans from the funds described above are made to undergraduates by the Dean of the college in coöperation with the Alumni Committee on Loans.

THE SARAH M. THURBER LOAN FUND was established by the late Dr. Charles H. Thurber, former president of the Board of Trustees, as a memorial to his mother. The fund is administered by the President of the university.

The Women's College of Clark University

The Women's College of Clark University was established in the fall of 1942 for the benefit of young women who wish to attend college in Worcester.

All courses of instruction available for men are open to women. The requirements for admission and for a bachelor of arts degree are identical with those for men, and the same tuition and fees are charged. (See earlier section of this catalogue, where requirements and fees are dealt with in detail.)

Undergraduate women who do not commute from their own homes are expected to live in one of the women's dormitories. If other arrangements are desired, written request from a parent or guardian must be sent to the Dean's office and the Dean's approval must be obtained.

Suitable provision has been made for the comfort and convenience of women students while on the campus. A large room on the first floor of Jonas G. Clark Hall, attractively decorated and comfortably furnished, is used by the women as a lounge and study-room and as a center for their activities. They also have excellent gymnasium and luncheon room facilities.

The general supervision of the extra-curricular activities of women students is in the hands of Miss M. Hazel Hughes, director of student activities. The Women's College has an Advisory Board composed of representative Worcester women who are interested in the educational program, and who advise the administration on matters of general policy. The wives of members of the faculty coöperate with the women students in the planning and conduct of social affairs.

ATHLETICS

Women students use their own gymnasium for practice but have the use of the university gymnasium for games with outside organizations. All students are given a physical examination at the beginning of each year by a woman physician, who lives in the neighborhood and is readily available when needed.

Several types of athletics are open to women. In the fall hockey and tennis are played outdoors. Tennis tournaments are held both spring and fall and a cup is awarded to the winner. During the winter months basketball is the principal organized athletic activity. In the spring archery, as well as tennis, is popular.

There is also a physical fitness program, designed to improve posture and general health. Attendance at classes in physical training is required twice a week for the first two years. Training in group sports is required during the junior year. Swimming and life saving courses are available through arrangements with the Young Women's Christian Association.

Students receive free tickets to all athletic events.

STUDENT ACTIVITIES

The Women's College has its own student government and class officers who direct student activities. A social committee plans parties and group meetings. There is a small but interested group which has formed an Inter-Faith Association which holds regular meetings.

Women students may join many of the organizations of the men's college. They serve on *The Scarlet*—the college newspaper, *The Pasticcio*—the college yearbook, and are eligible for membership in the debating society and glee club. The women students participate in the dramatic productions, both in acting and in assisting with stage settings and costumes. The girls are represented on the "Boheme Committee" which plans the college dances, on the Student Activity Fund Committee, and on the Judiciary Council. New student organizations will be formed as the need arises.

FRESHMAN INDUCTION PERIOD

The freshman class of the women's college assembles at the college on Thursday before the opening of the academic year to become acquainted and to complete various important preliminaries before the beginning of class work. If conditions warrant, the induction period is spent at some suitable place in the country, not too far from Worcester. This involves a small special charge.

ADMISSION AND SCHOLARSHIPS

As stated above, requirements for admission are outlined in detail in an earlier section of this catalogue. In addition to admissions to the freshman class, admission to the upper classes by transfer from other colleges is possible.

For scholarship aid to women the Trustees each year make a special grant, varying in amount with the established need.

The Clark University Women's Club and the Clark University Alumnae Association each offer two scholarships. The Swedish National Federation has a scholarship awarded annually to a deserving student of Scandinavian stock from Worcester or vicinity. The Soroptimists Club of Worcester has provided a scholarship for a woman student. Other special awards have been made possible by friends of the college.

Correspondence regarding admission and requests for application blanks should be addressed to:

DEAN OF THE COLLEGE, CLARK UNIVERSITY, 950 MAIN ST.,
WORCESTER (3), MASS.

The Division of Business Administration

WALLACE W. ATWOOD, President of the University.

HOMER P. LITTLE, Dean of the College.

SAMUEL J. BRANDENBURG, Professor of Economics and Sociology.

FREDERICK EUGENE MELDER, Associate Professor of Economics and Business Administration.

ROBERT S. ILLINGWORTH, Professor of Dramatic Art.

JOHN E. BELL, Associate Professor of Psychology.

GEORGE E. HARGEST, Assistant Professor of Business Administration.

PAUL FISHER, Assistant Professor of Economics and Sociology.

EDWIN C. ROZWENC, Assistant Professor of History.

PAUL F. MARBLE, Assistant Professor of English.

ADMINISTRATIVE COMMITTEE

SAMUEL J. BRANDENBURG, *Chairman*

GEORGE E. HARGEST HOMER P. LITTLE

PURPOSE OF THE DIVISION

The Division of Business Administration is an integral part of the undergraduate college of Clark University. It offers a four-year undergraduate course of study covering the basic general principles of business, as well as the principles and techniques of special phases of business. A student who completes the course should be able to perfect his skill in his special job more quickly, to adapt himself to general business requirements more readily, and to relate his job to the entirety of modern economic enterprise more intelligently than one who lacks this training.

POSSIBLE WAR-TIME ADJUSTMENTS

Disturbed world conditions and uncertainty as to the future may deter some capable students from entering upon a four-year curriculum leading to a degree even in the shorter period (two years and eight months) required by the "accelerated" war-time program.

THE ACCELERATED PROGRAM

The accelerated program will be continued to meet the needs of returning servicemen who find it desirable to complete the requirements for the degree in a period shorter than four academic years. Also, prospective draftees may select courses of immediate practical value, without present regard for degree requirements; should such students later return and become candidates for the degree, work already completed can be adjusted to the degree requirements without serious loss.

ADMISSION

Applicants for admission to the freshman class in the Division of Business Administration are accepted on the same basis as other applicants for admission to the college, except that the secondary school units presented for admission may be distributed as follows:

Required subjects	8 units	*Elective studies*	7 units
English	3 units	(of which as many as 3 units may be in commercial subjects)	
Mathematics (algebra)	1 unit	Total	15 units
Foreign language	2 units		
Social studies	2 units		

THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

The division recognizes that there are fundamental principles and methods common to all business enterprises; it also realizes that the entering student should be oriented in these principles. A uniform program is, therefore, required of all freshmen and certain other additional courses are required before graduation. The uniform freshman program is as follows:

		First Semester			*Second Semester*
Eng.	11a	Composition	B.A.	14b	Business English
Econ.	12	Industrial and Commercial History	Econ.	12	Industrial and Commercial History
B.A.	11a	Fundamentals of Business	B.A.	13b	Business Mathematics
B.A.	117	Principles of Accounting	B.A.	117	Principles of Accounting
		Elective and Physical Training			Elective and Physical Training

Additional Requirements

Additional courses required of all candidates for the Bachelor of Business Administration degree are:

B.A.	16	Business Statistics
B.A.	18	Business Organization and Finance
B.A.	20	Business Law
Econ.	11	Principles of Economics
Econ.	13	Money and Banking
Eng.	12	Public Speaking
Hist.	12b	American Government

At the beginning of the sophomore year, each candidate for the degree of Bachelor of Business Administration will, in consultation with his faculty adviser, elect his field of concentration from one of the four following programs of study:

The Area Program (Given in cooperation with the School of Geography and the Modern Language Departments)
The Personnel Program (Given in cooperation with the Psychology Department)
The Accounting Program
The General Program

Description of Programs

THE AREA PROGRAM

Interest in the revival of international trade is constantly increasing. Even while this war is in progress, the United Nations are seeking through international understandings to lay the foundations for an expanded foreign trade. One of the imperative needs for maintaining this expanded trade is a well-trained force of men and women who combine a knowledge of foreign languages and trade customs with an understanding of sound business principles. The Division of Business Administration, with the special cooperation of the School of Geography and the Modern Language Departments, offers the Area Program as a means of meeting this need. This University's experience in training Army personnel for service in foreign countries demonstrated the practicability of a course which combines a knowledge of geography, history, and economics with a command of the spoken language and culture of the great world trading areas.

A candidate who elects the Area Program as a field of concentration must also select the trade area in which he desires to specialize.

It is normally expected that the candidate will, in addition to the prescribed courses, include the following:

The Conversation and Composition courses in at least one foreign language
The special correspondence course in at least one foreign language
Economic Geography
International Trade
American Government
Personnel Management
Other courses pertinent to the area of concentration.

THE PERSONNEL PROGRAM

We may expect after this war, as after World War I, a demand for thoroughly trained men and women in the field of personnel management. The program offered by this division, with the special cooperation of the Department of Psychology, provides the student with a knowledge of the fundamental principles and basic techniques of business, with special emphasis upon managerial problems. The psychological techniques and methods of the personnel manager are thus brought into relationship with the economic, social, and legal aspects of the labor problem.

It is normally expected that the candidate will, in addition to the prescribed courses, include the following:

Industrial Management
American Government
Labor Problems and Labor Organizations
Labor and Social Legislation
Tests, Measurements applied to Psychology and Educational Problems.
Psychological and Statistical Methods
Clinical and Industrial Psychology
Personnel Management
Government and Industry

THE ACCOUNTING PROGRAM

Education for the accounting profession must extend far beyond the mere command of accounting technique. The increased importance of the role of government in business and the present tendency for further integration and combination of business units have placed new and important duties upon the profession. The records and statements that the accountant must now analyze and prepare penetrate every phase of modern economic activity. A broad background in business has become a prerequisite for the professional accountant. This program offers the student a well-rounded knowledge of economics, finance, and management, as well as a command of accounting techniques.

It is normally expected that the candidate will, in addition to the prescribed courses, include the following:

Intermediate Accounting
Advanced Accounting
Cost Accounting
Auditing
Office Management
Industrial Management

THE GENERAL PROGRAM

The student who desires to enter business, but is not attracted to any of the three special programs, or who wants to defer specialization to a later period, should choose this general business program. He will thus receive instruction in basic business principles and techniques, and will be enabled to view business in its broader aspects. This program also offers a larger opportunity to arrange a course of study to suit individual needs.

Courses required for the degree, which are offered in other departments:

Principles of Economics
Industrial and Commercial History
Money and Banking
English Composition
Public Speaking
American Government

During the academic year 1945-1946, the following courses were given: 11a, 13b, 14b, 16, 112b, 117, 127, 181a, 24b.

COURSES OFFERED EACH ACADEMIC YEAR

11a. Fundamentals of Business. The course introduces the internal problems of a business enterprise; field trips provide an opportunity to observe how the business concerns of the community meet these problems.
First semester. Tu. Th. S., 11. Mr. Fisher

13b. Business Mathematics. An elementary course designed to give the necessary foundation for an understanding of the mathematics involved in business transactions.
Open to freshmen.
Second semester. Tu. Th. S., 11. Mr. Fisher

14b. Business English.
Open to freshmen.
Second semester. M. W. F. 12. Mr. Marble

16. Business Statistics, Business Charts, Graphs and Reports. Methods of analyzing and presenting statistical data with special reference to business and economic problems. Applications of statistical methods to quantitative business and economic material, with practice in presentation of such data in tabular and graphic forms.
Indivisible course.
Through the year. T. Th. S., 10. Mr. Hargest

117. Principles of Accounting. The organization and use of financial records, with emphasis on their interpretation as well as on the technique of procedure.
Indivisible course.
Through the year. Tu. Th., 9; Th., 2. Mr. Hargest

18. Business Organization and Finance. A unified year course in the financial structure of modern industry. Emphasis is placed on the nature of the business corporation, its financial practices, and the problems of internal financial control.
Through the year. Tu. Th. S., 11. Mr. Hargest
Omitted, 1945-46.

117b - Principles of Accounting Mr. Hargest
(1st half of the course, ~~given~~ repeated in 2nd sem. 1945-46)

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1946-47.

181a. Industrial Management.
182b. Office Management.
***124. Marketing.**
227. Auditing.
237. Advanced Accounting.

***112b. Introduction to Personnel Management.** For students of personnel problems as they appear in education, industry and office work; the selection, training and management of manpower in private and public business.

To be offered as a year course in 1946-7 and thereafter.
Half course.
Second Semester. M. W. F., 10. MR. FISHER

127. Intermediate Accounting. A study of the difficulties encountered in actual accounting practice, and the theoretical considerations that govern in distinguishing sound from unsound policies in the determination of valuations, reserves, classifications of profit-and-loss items, and allocation as between accounting periods, etc.
Indivisible course. T. Th. S., 11. MR. HARGEST

128. Cost Accounting. A study of cost-finding systems, with special reference to basic principles in accounting for materials, labor and burden. Emphasis is placed upon the use of forms and special books and the preparation of appropriate statements.
Indivisible course.
Through the year. MR. HARGEST

20. Business Law. The principles of law, as applied by the courts, in settling disputes which arise out of business transactions. Cases centering about the law of contracts, property, sales, negotiable instruments, agency and other divisions of commercial law are studied.
Through the year. MR. FISHER

24b. Marketing.
Second semester. M. W. F., 9. MR. MELDER

COURSES OFFERED WHEN DEMAND WARRANTS

Selling and Advertising
Business Cycles

The Division of Nursing Education

MARGARET T. SHAY, *Director*

The Division of Nursing Education was established in the spring of 1944 on a temporary basis. Courses were offered leading to the degree of Bachelor of Science in Nursing.

Courses will not be offered in this Division after August 1946.

COURSES OFFERED DURING THE ACADEMIC YEAR 1945-46

201a and b. Principles and Methods of Teaching in Nursing Education.
Either semester, two semester hours. W., 5:45-7:45. MISS SHAY

202a. Teaching in the Hospital Unit.
First semester, two semester hours. Tu., 5:45-7:45 P.M.
MISS SHAY

203a. Trends in Nursing and Nursing Education.
First semester, two semester hours. Tu., 8-10 P.M. MISS SHAY

204b. Supervision in Hospitals and Schools of Nursing.
Second semester, two semester hours. M., 8-10 P.M. MISS SHAY

205b. Methods and Materials of Instruction in Nursing Arts.
Second semester, two semester hours. Tu., 5:45-7:45 P.M.
MISS SHAY

206b. Administration in the Nursing Unit.
Second semester, two semester hours.
M., 5:45-7:45 P.M. MISS SHAY

207a. Evaluation and Construction of Nursing Procedures.
First semester, two semester hours. M., 8-10 P. M. MISS SHAY

208a. Health Teaching in the Nursing School Curriculum.
First semester, two semester hours. M., 5:45-7:45 P.M.
MISS SHAY

209b. Administration and Organization in Schools of Nursing.
Second semester, two semester hours. Tu., 8-10 P.M. MISS SHAY

210a. Dynamics of Personality.
Second semester, three semester hours. MR. RODNICK

The Graduate Division

Admission to the graduate division is open to properly qualified persons, both men and women.

Instruction and opportunities for study leading to the degrees of Master of Arts and Doctor of Philosophy are offered by the following departments:

Chemistry
Economics and Sociology
Geography
History and International Relations
Psychology

The Division of International Affairs offers work in that field leading to the degrees of Master of Arts and Doctor of Philosophy.

The Division of Education, in the Department of Psychology and Education, offers training leading to the degree of Master of Arts in Education.

Other departments offer courses of an advanced nature which, with the consent of the Graduate Board, may be included in the programs of graduate students, but they are not prepared at present to offer complete programs leading to the higher degrees.

ADMISSION TO THE GRADUATE SCHOOL

Admission is granted only by the Graduate Board on recommendation of a department.

Application. A prospective applicant should communicate with the department in which he expects to do his major work. If he is encouraged to make application by the department, he will receive the application blanks and should submit them to the chairman of the department with an official transcript of undergraduate work, two letters of recommendation from persons in a position to speak frankly of his qualifications, and a recent photograph (passport size preferred).

In addition, applicants for admission to graduate standing are strongly urged, and may be required, to submit a record of attainment in the Graduate Record Examination as prepared and administered by the Carnegie Foundation for the Advancement of Teaching. This examination tests general knowledge in the field of study covered by the curriculum of the liberal arts college, and requires no special preparation. It is useful as an additional measure of the student's ability, as well as an aid in planning his course of study. Information may be obtained and convenient arrangements for taking the test may be made by direct application to the Graduate

Record Examination, 437 West 59th St., New York 19, N. Y. There is a moderate fee ($3.00).

Admission. In granting admission, the Graduate Board may, with the advice of the department, prescribe a minimum period of residence, never less than one year, and other definite requirements, including courses in particular subjects, as prerequisites for a graduate degree. Admission to the graduate school does not in any way imply admission to candidacy for a degree. Admission to the graduate school is granted for entry only at the specified time, and lapses if the student fails to enter at that time. If, after an applicant has entered as a regular student, his period of graduate study is broken by more than a year, he must make formal application for reinstatement.

Undergraduates and non-graduate special students in graduate courses. Admission of other than regular or special graduate students to a course "Primarily for Graduate Students" may be authorized by the Secretary of the Graduate Board on formal recommendation in each case by the department in which the course is offered.

SCHOLARSHIPS, FELLOWSHIPS AND STUDENT AID

Certain scholarships and fellowships are available for prospective candidates for the degrees of Master of Arts and Doctor of Philosophy in this university. Information concerning these may be obtained from, and application should be made to, the chairman of the department in which the applicant expects to do his major work. Applications endorsed by the departments will be considered by the Committee on Credentials for recommendation to the Graduate Board.

Assistantships are available in certain departments, appointments usually being made from the list of fellows. Application should be made to the departmental chairman.

Student aid is available from certain funds, including the Alumni Loan Fund. These loans bear interest at 4 per cent per annum.

More detailed information may be obtained from the Secretary of the Graduate Board or from chairmen of graduate departments.

RESIDENCE

A regular year of full-time study or its specified equivalent in residence at Clark University is a prerequisite for any degree. Residence work is broadly defined as regular work at Clark University done under the immediate personal supervision of at least one member of the university faculty. A field trip led by a member of the university faculty who is regularly engaged in graduate instruction is considered to provide opportunity for work in residence to a maximum amount of nine weeks.

Only the following are recognized as equivalents to a regular academic year:

For the degree of Master of Arts, one full semester of the regular academic year and the equivalent of eighteen other weeks on a full-time program of graduate work approved by the major department.

A student admitted to full graduate standing may satisfy the minimum residence requirement for the master's degree by attending, at Clark University, five summer sessions of six weeks each, and taking a normal program made up exclusively of graduate courses approved by his major department.

The residence requirement may also be fulfilled in two full twelve-week terms and one six-week session, or by some other allotment of time providing a minimum of thirty weeks in courses of graduate grade.

A normal program during the summer term consists of two regular courses in addition to any departmental seminars.

For the degree of Doctor of Philosophy, a sufficient number of courses taken during the regular academic year, even if spread over a number of years.

During the war emergency a twelve weeks' summer term is being conducted as part of the regular academic year. While this continues, a student may, with his department's approval, receive a semester's residence credit for one such term.

THE DEGREE OF MASTER OF ARTS

Application for admission to candidacy should be filed with the secretary of the Graduate Board not later than the first week of the last full term which the student expects to spend in residence as a candidate. Applications will be considered by the Graduate Board when the student has:

1. Completed one term of full time graduate work or its equivalent in residence at this university;
2. Paid the diploma fee ($10) and publication fee ($10); and
3. Obtained the written endorsement of his major department.

Each student must meet a minimum course requirement of five courses, or their equivalent in half courses. One of the courses may be a research course devoted to the preparation of the thesis. The program must be approved by the major department. Each candidate must make a satisfactory record in such written examinations as may be required by the major department, and in a final oral examination by a committee of three or more, two of whom shall be members of the Graduate Board. The candidate must submit to his major department, not later than two weeks before he expects to be awarded the degree, a thesis written under direction on an approved topic in his field of study. The thesis must be accompanied by an abstract not exceeding 600 words in length.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Only such candidates as give evidence of general proficiency, power of investigation and high attainments in the special field in which their major subjects lie will be encouraged to proceed to the degree of Doctor of Philosophy.

Admission to Candidacy. Applications for admission to candidacy must be filed not later than November first, in any academic year, by students who hope to receive the degree at the end of that academic year.

An application for admission to candidacy for the degree of Doctor of Philosophy will be considered by the Graduate Board when the applicant has:

1. Completed two full academic years of graduate work or its equivalent;
2. Passed examinations in at least two foreign languages; French and German are required except in cases where the Graduate Board may authorize the substitution of another language for one of these;
3. Passed a preliminary examination in his chosen fields of study;
4. Paid the diploma and publication fees ($25 and $15);
5. Obtained the written endorsement of his major department.

Admission to candidacy for the degree of Doctor of Philosophy holds good only for three years from the date of the vote granting admission to candidacy. When candidacy expires without the degree having been awarded, the diploma and publication fees, less any expenses incurred, are returned.

Dissertation. For the degree of Doctor of Philosophy an indispensable requirement is a dissertation upon an approved subject, to which it must be an original contribution of value.

Not later than May 1, the dissertation, with an abstract not exceeding 1,200 words in length, must be presented to the instructor under whose direction it is written.

The dissertation and abstract must be accepted by the chief instructor before the final examination may be held. The dissertation must be laid before the examining committee at the time of examination, with the comments of the chief instructor and other readers.

A complete copy of the dissertation and two copies of the abstract, each bearing the approval of the chief instructor over his signature, must be delivered by the department to the Recorder not later than 9 A.M. of the Thursday preceding commencement. The dissertation and one copy of the abstract will be deposited by the Recorder in the library, where they remain permanently.

A second copy of the dissertation, accompanied by a copy of the abstract must be delivered to the department or to the library for loan purposes.

Final Examination. The final examination is oral and lasts for at least two hours; additional written examinations may be given if the major department so directs. The candidate is expected to defend his dissertation and, at the discretion of the examining committee, may be questioned on the entire special field of his study. The oral examination is conducted by a committee of at least four members, including the chairman and one other member of the major department, a member of the Graduate Board under whom the candidate has done no work, and such other members of the Graduate Board as are appointed. The President of the university is authorized to invite any person from within or without the university to be present and to assist in the examination.

The Graduate School of Geography

WALLACE W. ATWOOD, PH.D., Director of the Graduate School of Geography, and Professor of Geography.

W. ELMER EKBLAW, PH.D., Professor of Geography; Editor, *Economic Geography*.

WALLACE W. ATWOOD, JR., PH.D., Associate Professor of Geography.

HENRY J. WARMAN, PH.D., Assistant Professor of Geography.

GUY H. BURNHAM, A.M., Cartographer.

DAVID WINSLOW, A. M., Assistant in Map Interpretation, 1945-1946.

(Additional appointments to the Staff are pending.)

SPECIAL LECTURERS, 1945-46

MAJOR PAUL SIPLE, PH.D., Quartermaster Corps, U. S. A., Special Lecturer on Climate and Man.

EUGENE VAN CLEEF, PH.D., Ohio State University, Speial Lecturer in Economic Geography.

RICHARD J. RUSSELL, PH.D., Louisiana State University, Special Lecturer in Geomorphology.

The Graduate School of Geography offers opportunity to properly qualified students for advanced training in geography. The map collection, libraries, and special laboratories for cartography and interpretation of aerial photographs, provide unusual facilities for research work in residence. The staff, composed of specialists in their various fields of geography, must spend part of their time in travel and field studies. While in residence, they offer regular courses of instruction and direct advanced students in research work. Special lecturers, both American and foreign, supplement the regular staff. Not all courses of instruction are offered each year; many are given in alternate years. All graduate students are encouraged to undertake independent field studies as part of their university work.

GEOGRAPHY COURSES FOR COLLEGE STUDENTS

Undergraduates planning to major in geography or to enter graduate work in geography are urged to consult the geography staff early in their undergraduate courses, to plan suitable programs including essential courses in related fields.

Majors in geography are required to take seven year-courses, or the equivalent, in geography and related fields. At least four, and not more than five, such courses must be in geography. Courses required in geography include: 10a, 10b—usually taken in the freshman year; 15b, 16a, 181b, 185a and Geology 12—usually taken in the sophomore or junior years. Other courses which may be taken to complete major requirements are: in geography, 26, 12a, 17a, 17b; and in related fields, Biology 11, 12, Physics 11, Economics 11, History 18.

By special permission, majors in geography in their third and fourth years, may elect advanced courses offered in the Graduate School of Geography.

GRADUATE WORK IN THE SCHOOL OF GEOGRAPHY

Work is offered leading to the degrees of Master of Arts and Doctor of Philosophy in Geography. Candidates for the master's degree will pass written examinations in at least six of the following fields: physiography, climatology, soils and land utilization, plant geography, economic geography, human geography and cultural geography, regional geography, and political geography. The oral examination for the master's degree covers four fields approved by the Staff. The master's degree requires two years except for those whose preparation has been adequate enough in fundamentals to enable them to qualify in less time.

Candidates for the doctor's degree in geography will pass written examinations in the above fields, and a general oral examination covering six major fields approved by the staff. In general, a year of work beyond the master's degree should prepare a candidate for the general examination preliminary to his acceptance as a candidate for the doctor's degree and to his concentration work for his dissertation. This year of course work may well include, besides certain advanced courses in geography, related advanced studies in biology, economics, history and international relations as follows: botany (Biol. 14); economic history (Ec. 14); economic statistics (Ec. 16); international trade; theory and finance (Ec. 27a); international economic policies (Ec. 31); The Pacific and the Far East (Hist. 22).

A distinctive feature of the Graduate School of Geography is the autumn field camp of three weeks' duration at the beginning of the Fall term. All resident prospective candidates for graduate degrees in geography are expected to attend field camp each autumn. The field program includes studies in physiography, land utilization, industrial geography and weather observations, with special training in mapping and other field techniques. Cars, scientific instruments and other equipment are provided. Suitable field clothing and blankets must be provided by the individual student. Following return to the campus, about ten days are allowed for completion of field reports. Formal course work begins on the second Monday after close of the field camp.

Formal course work in geography ends about May 1st, leaving students free to read and to coördinate their work prior to the examination period.

COÖPERATION WITH SCHOOL OF ADVANCED INTERNATIONAL STUDIES

By coöperative agreement with the School of Advanced International Studies of Washington, D. C., Clark University provides opportunity for its students working for their doctorates, if properly qualified, to benefit by the instruction of the very able staff of educators and special lecturers of that Washington School, and grants them residence credit for their stay there. Training at that school is primarily organized to prepare students for diplomatic service or as representatives of industrial firms doing business abroad. Located in the national capital, the school is strategically located for research upon international political and economic problems.

The coöperative agreement reciprocally enables properly qualified students of the School of Advanced International Studies, to study and train at Clark University whenever they request that privilege. For those who plan professional careers in which diplomatic and international affairs play a rôle, this arrangement affords unparalleled advantages for broad, specialized training. It is hoped that many students of both institutions will avail themselves of the benefits the coöperative relationship offers.

STUDENTS' FEES

All geography students in residence must pay the camp fee, workroom fee, and classroom materials fee.

The camp fee, determined on a cost basis, varies between $50 and $75, payable to the camp director on or before the first day of camp. For a student taking the field course only, the tuition fee is $25. The camp fee covers board and lodging, transportation, maps, drafting supplies and the use of meteorological instruments and other equipment for the three weeks' period.

The workroom fee, $5 a semester, is payable to the department November 1st and March 1st. It helps maintain the geography workroom and equipment used by graduate students—alcove desks, files of maps, card catalogue, drafting tables and instruments, and adding machines.

The classroom fee, $5 a semester, is payable November 1st and March 1st to the department. It is for mimeographing and for the maintenance, in part, of the classroom wall maps and other equipment, and for the expense of meteorological materials.

COURSES GIVEN IN 1945-46

The following courses were given in 1945-46. The numbers indicate courses as described in the announcement for 1946-47, except in cases where other information is given.

10, 12, 16b.

180a. Geography of the Americas. Mr. Warman

191.

26. Mr. Ekblaw and Mr. Van Valkenburg

202a. Political Geography. Mr. Van Valkenburg

245b. Geography of Europe. Mr. Van Valkenburg

282b. Geography in Education. Mr. Warman

30. Regional Physiography of North America.
Mr. Atwood and Mr. Atwood, Jr.

32. Mr. Van Valkenburg

34a, 37a.

301. Seminar.

391b.

394a. Field Methods and Studies. The Staff

COURSES OFFERED FOR 1946-47

Note. Courses with numbers beginning with "1" are open to undergraduates; with "2", to qualified undergraduates, juniors and seniors; with "3", to only graduate students, except that advanced and qualified undergraduates may enter by special permission. Honor students majoring in Geography in Clark College may enroll in any graduate course for which they are qualified, by permission of the instructor giving such course.

10. Principles of Geography. An introductory course dealing primarily with the physical phases of geography and the application of the principles of geography to the study of selected regions throughout the world.
Through the year. M. W. F., 10. Mr. Warman

12a. Meteorology and Weather Forecasting. Elements of meteorology with practical exercises and emphasis on most recent theories.
First semester. Tu. Th. S., 8. Mr. Warman

18a. Geography of Worcester and vicinity. A field and laboratory course. Prerequisites Geography 10 and Geology 12, or equivalent.
First Semester. M. W. F., 9. MR. ATWOOD, JR.

18b. Geography of New England. Prerequisites Geography 10 and Geology 12, or equivalent.
Second semester. M. W. F., 9. MR. ATWOOD, JR.

191. Cartography and Graphics. Preparation of maps, graphs, charts, and block drawings.
Through the year. M., 2; W., 2 and 3. MR. BURNHAM

26. Economic Geography. An analysis of occupations—hunting, fishing, forestry, grazing, farming, mining, manufacturing, transportation, and trade. Prerequisites, Geography 10, and 12a and Geology 12.
Through the year. Tu., Th. S., 9.

30. Seminar. Hours to be arranged. THE STAFF

301. Political Geography. Study of major political problems of the world as related to geographic factors. Application of principles to international relations of selected regions.
Through the year. T. Th., 10.

311. Regional Physiography of the World. A study of selected areas within the major physiographic regions. Laboratory in map interpretation.
Two hours of lecture and two hours in laboratory weekly. Laboratory arranged.
Through the year. Tu. Th., 11. MR. ATWOOD, JR.

32. Regional Climatology. A study of the climates of the world by major regional examples.
Through the year. M. W., 8. MR. WARMAN

33a. Soil Geography, first semester; **33b. Land Utilization and planning.** Second semester. (Alternate annually with 34a, and 34b.)

First semester: Reviews development and character of soils, their distribution and economic significance, in the light of their geographical relationships.

Second semester: Outlines relationships that physical and cultural factors bear to purpose and pattern of land use, conservation of land resources, and basic elements of land planning.

Two hours, through the year. M. W. F., 9. MR. EKBLAW

37a. Human Geography, first semester; **37b. Cultural Geography,** second semester.

First semester: Considers influence and effect of location, area, relief, coastline, drainage systems, climate, and other geographic factors, separately and in their mutual interaction upon the economic, social, and political development of peoples and states.

Second semester: Summarizes the rôle that geographic factors have played in the evolution of races and cultures, artifacts and institutions.

Juniors of superior standing and seniors may be accepted, by special permission

Two hours, through the year. M. W. F., 11. MR. EKBLAW

383a. Geography of South America. Analysis of the major geographic regions of South America; special geographic problems of South America governments.

First semester. Tu. Th. S., 10. MR. WARMAN

383b. Geography of Middle America. Historical background of the republics and islands of the Caribbean; analysis of selected important regions; increasing importance of the Caribbean area in commercial and political relations.

Second semester. Tu. Th. S., 10. MR. WARMAN

385b. Geography of Europe. Intensive Survey of the continent and detailed study of selected regions.

Second semester. Tu. Th., 10.

391a. New Methods and Techniques in Graphic Representation.

MR. ATWOOD, JR.

391b. Map Interpretation and Photogrammetry.

MR. ATWOOD, JR.

399a. Field Methods and Studies. Required of every graduate student.

First three weeks of every year. THE STAFF

RESEARCH COURSES

(Open only to qualified graduate students)

300	**In Geography on Education**	MR. WARMAN
310	**In Regional Physiography**	MR. ATWOOD, JR.
320	**In Climatology**	MR. WARMAN
330	**In Soils-Geography**	MR. EKBLAW

340	**In Biogeography**	Mr. Ekblaw
350	**In Agricultural Geography or Land Utilization**	Mr. Ekblaw
360	**In Economic Geography**	
370	**In Human Geography and Demography**	Mr. Ekblaw
380	**In Regional Geography**	Staff
390	**In Political Geography**	

ALTERNATE OR ADDITIONAL COURSES OFFERED FOR 1947-48

15a. Conservation of Natural Resources. A survey of natural resources, including study of ways and means for insuring wise utilization of strategic numerals and other raw materials, power, and trade facilities.

First semester. M. W. F., 9. Mr. Atwood, Jr.

16b. Industrial and Commercial Geography. Especially for students in Business Administration and Economics. Commodities important in world trade are traced in their geographic relationships from source to consumer.

Second semester. Tu. Th. S., 10. Mr. Warman

182a. Geography of North America. A systematic regional treatment of the physical, economic, and cultural geography of North America.

First semester. Hours to be arranged. Mr. Atwood, Jr.

184a. Geography of the Americas, with emphasis on Latin America. Systematic regional treatment of the physical, economic, and cultural geography of Latin America in relation to North America.

First semester. M. W. F., 11. Mr. Warman

184b. Geography of the Americas, with emphasis on Anglo-America. Continuation of 184a.

Second semester. M. W. F., 11. Mr. Atwood, Jr.

20b. Geography in Education. A survey of geography in the present-day American school system, designed to meet the needs of prospective teachers of geography.

Second semester. M., 4 to 6. Mr. Warman

312. Regional Physiography of North America. The evolution of land forms in major physiographic provinces. Laboratory in map interpretation. Two hours of lecture and two hours in laboratory weekly. Laboratory arranged.

Through the year. Tu. Th., 11. MR. ATWOOD, JR.

34a. Biogeography, first semester; **34b. Life Zones and Regions,** second semester. (Alternate annually with 33a and 33b).

First semester: Geographic significance of character, function, distribution, and relationships of plant and animal forms and societies in their adjustments to factors and habitat.

Second semester: Major life zones, plant associations, and animal societies, regionally, considered in relation to the elements of climate and terrain; and their effect on man's activities.

Two hours, through the year. M. W. F., 9. MR. EKBLAW

The Graduate Division of International Affairs

GEOGRAPHY, DIPLOMACY, ECONOMICS

WALLACE W. ATWOOD, President of the University and Director of the Graduate School of Geography.

SAMUEL J. BRANDENBURG, Professor of Economics and Sociology.

DWIGHT E. LEE, Professor of Modern European History.

SAMUEL VAN VALKENBURG, Professor of Geography.

PAUL FISHER, Assistant Professor of Economics and Sociology.

DIVISIONAL COMMITTEE

SAMUEL J. BRANDENBURG
DWIGHT E. LEE
SAMUEL VAN VALKENBURG

The Graduate Division of International Affairs aims to meet a demand for graduate work which will be devoted entirely to the general field of international affairs and which will include work in geography, history and international relations, and economics and sociology. This division groups together appropriate courses and seminars in order to prepare graduate students for the government service of the United States, college and university professorships in international affairs, posts in corporations and banks doing foreign business, and research and administrative positions in the field of world affairs. The courses include offerings in political, regional and economic geography; foreign trade, commerce, and finance; international law; modern and diplomatic history of Europe, Asia, and Latin America; and the foreign policy and international relations of the United States.

THE DEGREE OF MASTER OF ARTS

Qualified graduate students, including those registered in any one of the three coöperating departments, may apply for permission to take work leading to the master's degree in international affairs. The Divisional Committee will pass upon the adequacy of each candidate's preparation and on his program of studies for the degree.

A knowledge of the fundamentals of political and economic geography, of economics, and of international relations will be required of each candidate, whether or not courses in these subjects are taken during the period in residence for the degree. Each candidate must present courses from at least two of the coöperating departments.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Candidates for the degree of Doctor of Philosophy in International Affairs must meet all general requirements of the University for this degree. The six "fields" presented for the preliminary doctoral examination must be approved by the Divisional Committee. One field at least must be chosen from each of the three departments, and no more than three fields may be taken in any one department.

THESES AND DISSERTATIONS

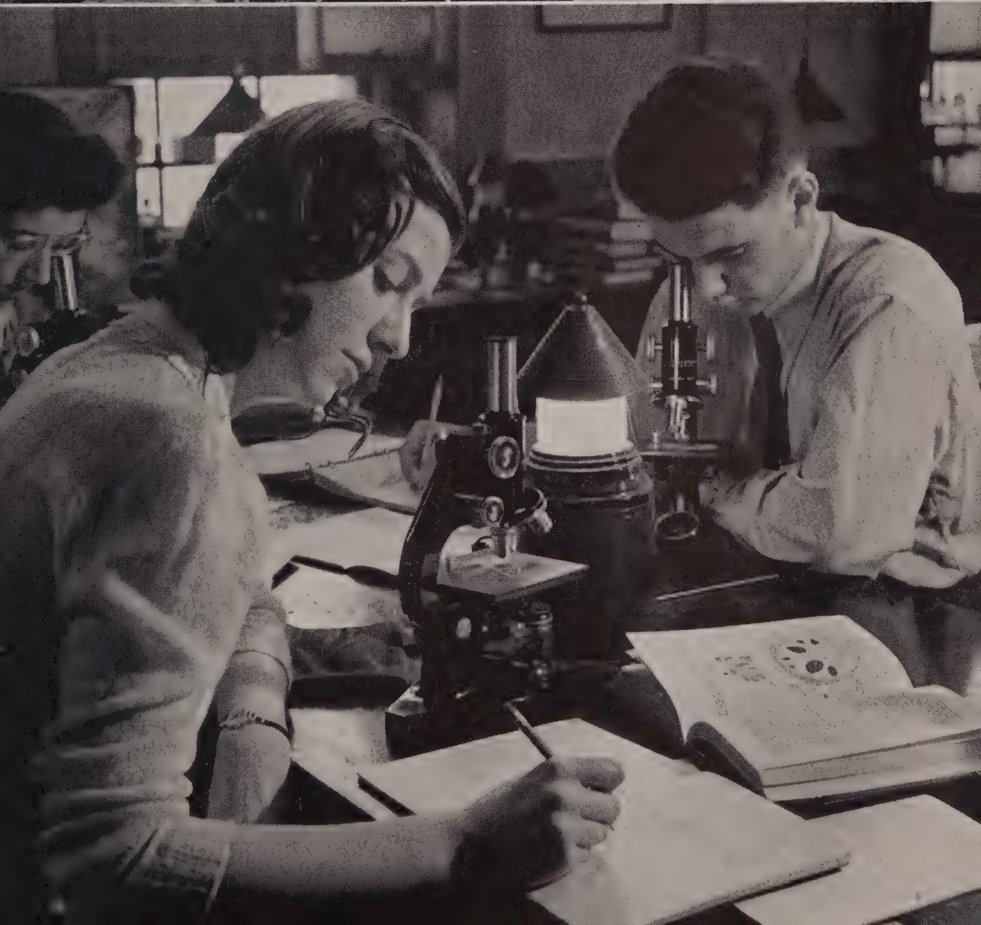
Subjects selected for theses and dissertations in the Division of International Affairs must deal with some aspect of international affairs and receive the approval of the Divisional Committee. Each thesis or dissertation will be written under the supervision of the member of the staff within whose special field the research lies.

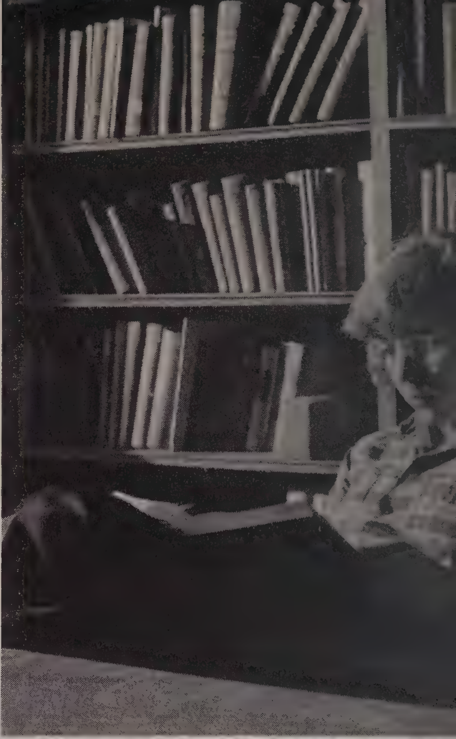
SCHOLARSHIPS AND FELLOWSHIPS

A limited number of graduate scholarships and fellowships are available for students of high rank in the Division of International Affairs.

ADMISSION

A student who wishes to enter the Division of International Affairs and undertake a plan of study leading to a degree should communicate with some member of the Divisional Committee.





Departmental Announcements

The unit of instruction for undergraduates is a "course." A "course" normally meets for classroom or laboratory exercises three or four times weekly throughout the regular "academic year" (September to June) and constitutes one-fifth of a normal program for an undergraduate.

In the summer term five sixty-minute periods weekly for twelve weeks are devoted to each "course."

Each unit of undergraduate instruction as listed below yields credit for one half-course in each semester unless its value as a fractional course or a multiple course is indicated.

Advanced courses, not primarily for undergraduates, are announced with a statement of the number of weekly meetings. Undergraduates who are permitted to enroll in such courses should carefully check with the Recorder to avoid any misunderstanding in regard to the equivalent number of "courses" represented by their programs.

Courses offered by the several departments are listed as follows:

1. PRIMARILY FOR UNDERGRADUATES, designated by numbers beginning with the figure (1).
2. FOR ADVANCED UNDERGRADUATES AND GRADUATE STUDENTS, designated by numbers beginning with the figure (2).
3. PRIMARILY FOR GRADUATE STUDENTS, designated by numbers beginning with the figure (3).

Fractional credit is given for the satisfactory completion of one semester of work in any course unless a department designates the course as "indivisible."

With the consent of the instructor, a course may be entered at the beginning of either semester.

DEPARTMENT OF ANCIENT LANGUAGES

PROFESSOR BRACKETT

The courses offered in this department fall into two groups: (1) courses which involve a knowledge of the Greek or Latin language; (2) courses dealing with important aspects of Greek or Roman civilization (history, literature, art, etc.), in which knowledge of the language is not required.

In regard to Latin, the department seeks to meet the problem created by the lack of uniformity among entering freshmen in the amount of time devoted to Latin in the secondary school. Provision is made for three groups: (1) For those without previous study of Latin, a course in elementary Latin is given from time to time, in accordance with the demand. (2) Students who have entrance credit for two years of Latin may enter Latin 13a. Completion of this course prepares a student to enter Latin 15. (3) Students who present credit for either three or four years of Latin may enter Latin 15.

As to Greek, students presenting one year of Greek may elect Greek 13; those presenting two years may elect Greek 15a.

A student desiring to take his major in Greek and Latin should consult the instructor.

During the academic year 1945-46, the following courses were given: Greek 11, 122b, 123a; Latin 11, 18a.

GREEK

Courses requiring knowledge of the language

11. Elementary Greek. The elements of the Greek language-forms, syntax, and vocabulary; part of Book 1 of Xenophon's *Anabasis.* Indivisible course.

Open to freshmen.

Through the year. M. W. F., 10. MR. BRACKETT

111b. Elementary Greek. An attempt to give, in one semester, the indispensable elements of Greek forms and syntax, with definite but limited practice in translation.

Admission is by permission of instructor only, and is granted only to students possessing "a clear head and a stout heart."

Omitted 1945-46. MR. BRACKETT

13. Xenophon, *Anabasis;* **Homer,** *Iliad.*

Open to freshmen.

Through the year.

Omitted, 1945-46.

15a. Greek Tragedy; Euripides, *Medea;* **Sophocles,** *Antigone.*

Omitted, 1945-46.

16b. Plato, the *Apology* **and selections from the** *Phaedo;* or, **Demosthenes,** *On the Crown.*

Omitted, 1945-46.

Courses given in English

122b. Greek Tragedy; selected plays of Aeschylus, Sophocles and Euripides.

Second semester. Tu. Th. S., 11. MR. BRACKETT

123a. Greek Civilization. On the basis of a brief outline of the narrative history of Greece to the Roman conquest, those elements of the civilization are emphasized which have made the most valuable and permanent contributions to Western civilization.

First semester. Tu. Th., S., 11. MR. BRACKETT

LATIN

Courses requiring a knowledge of the language

11. Elementary Latin: selections from Caesar, *de Bello Gallico.* Indivisible course.
Open to freshmen. M. W. F., 9.

13a. Cicero, *Pro Lege Manilia* and *Pro Archia.* The principal aims of this course are: (1) to increase the students' ability to read Latin; and (2) to understand and appreciate the form and the content of these two masterpieces of prose writing. Prerequisite, Latin 11, or two years of Latin for admission, or written consent of instructor.
Omitted, 1945-46.

14b. Vergil, selections from the *Aeneid,* The attempt is made through the reading of selections from Books 1, 2, and 4, to introduce the students to this masterpiece of epic poetry. Prerequisite, Latin 13a, or its equivalent.
Omitted, 1945-46.

15. Cicero, selections from the *Letters;* **Catullus,** selections; **Horace,** selections from the Epodes and Odes. The major emphasis is placed on an understanding and appreciation of these two of the four great poets of Rome. Prerequisite, Latin 14b, or three or four years of high school Latin.
Through the year. M. W. F., 11. MR. BRACKETT
Omitted, 1945-46.

17a. Selections from **Lucretius,** *de Rerum Natura.*
Omitted, 1945-46.

18a. Selections from Aeneid of Vergil, books 7-12.
First semester. Tu. Th. S., 9. MR. BRACKETT

DEPARTMENT OF BIOLOGY

PROFESSOR POTTER, ASSISTANT PROFESSOR NUNNEMACHER

The biological laboratories are well equipped for the courses offered and contain special equipment for advanced investigations. Funds are available annually for the purchase and building of apparatus which may be required. The university library contains complete files of the more important periodicals and reference works. The department maintains an herbarium of over 36,000 sheets. Certain assistantships, fellowships and scholarships are available from time to time.

UNDERGRADUATE WORK

Biology 11 presents a comprehensive view which is prerequisite to all other courses in the department.

An undergraduate majoring in biology must complete Biology 11 and three advanced courses in biology, Chemistry 11, Physics 11, Mathematics 10 or 11, and at least one additional course in chemistry, physics or geology.

A candidate for honors in biology must also take Biology 14.

THE PRE-MEDICAL PROGRAM

Clark University is justly proud of its pre-medical training program. Not only do our students have little difficulty in entering the best medical schools, but they also rank in the upper half of their medical school classes and become respected and outstanding physicians.

The student entering upon the pre-medical program must be prepared to compete with other college students of above-average ability; he must be of good health and capable of sustained hard work; he must like and get along well with all kinds of people and he must have a real desire to help the sick and advance the science of medicine. The pre-medical student must be prepared to undertake a program of intensive study which usually takes eight years before the medical degree can be obtained. During this time the large amount of class and laboratory work reduces considerably the opportunities for earning money through outside work and the student should not jeopardize his chances by worrying over his financial commitments. Scholarships are available and needy students should apply for them.

While the requirements for the Bachelor of Arts degree assure each graduate of a certain familiarity with all the fields of learning, the pre-medical student should take as many non-science courses as possible to round out his general education, because medical schools leave no time for courses outside of their technical field. Courses in psychology and the study of human relations will be of particular benefit.

The field of medicine is open equally to men and women.

The following schedules are recommended for pre-medical students with a major in biology. Schedule A places the emphasis on biology; Schedule B places the emphasis on chemistry.

Schedule A

First year
- English
- Foreign Language
- Mathematics
- General Biology
- Division B (one course)

Second year
- Biology 12
- General Chemistry
- Foreign Language
- Division B (one course)
- ½ course in English and ½ course Fine Arts

Third year
- Biology 16, 17, 18, 19 (Any two)
- Chemistry 12a and 14b
- Physics 11
- Two electives

Fourth year
- Biology (Physiology)
- Chemistry 15, 110, 13b
- Two electives

Schedule B

First year
- English
- Foreign Language
- Mathematics
- General Chemistry
- Division B (one course)

Second year
- Chemistry 12a and 14b
- General Biology
- Foreign Language
- Mathematics 12
- ½ course English and ½ course Fine Arts

Third year
- Chemistry 15 and 110
- Biology 12
- Physics 11
- Division B (one course)
- ½ course (elective)

Fourth year
- Chemistry 19
- Biology(advanced)
- Three electives

GRADUATE WORK

Students whose records are approved by the department may be admitted by the Graduate Board for work leading to the degree of Master of Arts. The analysis of fundamental activities of living organisms is undertaken upon the basis of physiochemical principles. For this reason some foundation in physics, chemistry and mathematics as well as biology is essential for advanced work. Certain courses in physics, chemistry, mathematics and psychology may be credited in the Department of Biology.

WORK IN PHYSIOLOGY

General physiology is concerned primarily with physiochemical determinants of living processes. For this reason certain prerequisites are necessary for its study. Undergraduate enrollment is limited to those, usually seniors but occasionally juniors, who have had an adequate background in biology and in the physical sciences. Physiology 200 is recommended for premedical students and for other majors in biology and chemistry since it attempts to integrate a broad field of experimental science in terms of the functioning of living systems. In addition to course work in physiology, graduate students majoring in this field are expected to take certain recommended courses in physics, chemistry, and psychology.

Courses in other departments especially recommended for graduate students in physiology who have the suitable prerequisites are Physics 14 and 23, Chemistry 19 and 32, and Psychology 320a.

During the academic year 1945-1946 the following courses were given: 11, 12, 13, 14, 17, 18, 144, 201, 203.

COURSES OFFERED EACH ACADEMIC YEAR

11. General Biology. An introduction to the fundamental principles and problems of biology. Divisible course upon approval by the department.

Open to freshmen.

Through the year. M. W. F., 9; M., 2.

MR. POTTER AND MR. NUNNEMACHER

12. Comparative Anatomy. A study of the morphology of the vertebrates from a comparative standpoint which traces the evolution of animals from fish to mammals. Lectures and laboratory work.

Through the year. M. W. F. 10; Tu. F. 2. MR. NUNNEMACHER

13. Seminar in General Biology. Credit is not given for this course. All students in the department are invited to attend and to participate. STAFF OF THE DEPARTMENT

14. Botany. First semester, morphology and taxonomy of the lower plants. Special emphasis is given to the algae and fungi.

Second semester, systematic botany of the higher plants with special emphasis on our local flora. A collection of one hundred plants is required, also a spring field trip of at least three days' duration.

Each semester of the course may be elected separately.

Prerequisite, Biology 11, first semester.

Through the year. Tu. Th. S., 11; Th. 2. MR. POTTER

18a and b. Genetics. An introduction to the principles of genetics.

Half course. First semester and second semester. M. W. F. 11.

MR. POTTER

144b. Bacteriology. (19b in 1945-46). An introduction to the study of bacteriology.

Half course. Second semester. MR. POTTER

200. General Physiology. Open to students who satisfy the instructor as to their preparation. The principal types of functioning characteristic of living organisms are considered in the light of their physiochemical determinants.

Through the year. Tu. Th., 11 and two laboratory periods.

Omitted, 1945-46.

203. Special Problems. Advanced semi-independent study of an approved topic under the direction of a member of the staff.
Hours and credit to be arranged. STAFF OF THE DEPARTMENT

304. Seminar in Experimental Physiology. Credit is not given for this course but all graduate students are expected to participate in the regular weekly meetings. The seminar is largely conducted by the research staff of the department and by invited speakers.
STAFF OF THE DEPARTMENT

308. Research in Physiology.
Credit to be arranged.

309. Research in Botany.
Credit to be arranged. MR. POTTER

310. Research in Zoology.
Credit to be arranged. MR. NUNNEMACHER

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1946-47.

16a. Histology. A comprehensive course dealing with tissue structure. Emphasis is placed on the study of mammalian tissues.
Half course. First semester. MR. NUNNEMACHER

***17b. Embryology.** A consideration of the fundamentals of embryology. Two lectures and two laboratory periods per week.
Half course. Second semester. M. W. F., 8. MR. NUNNEMACHER

160a. Laboratory Techniques. A course designed to acquaint the student with standard procedures such as are followed in hospitals or in the laboratories of Boards of Health. Two lectures and two laboratory periods per week.

Half course. First semester. MR. POTTER AND MR. NUNNEMACHER

201a. Human Physiology. An introduction to the functional aspects of the human body. This course is a temporary substitute for Biology 200.

Three lectures and one laboratory period per week.

Half course. First semester. M. W. F., 8; Th., 1.
MR. NUNNEMACHER

204. Physiology of the Nervous System (Seminar). A study of nerve action potentials, synaptic transmission, reflex action and the functions of higher brain centers. Open to students who satisfy the instructor as to their preparation.

Through the year. Hours to be arranged.

205b. Parasitology. An introduction to the parasitic mode of life of the protozoa, helminthes, and arthropoda and their relation to mankind.

Half course. Second semester.

MR. POTTER AND MR. NUNNEMACHER

303. Biophysics. Principles of physics and physical chemistry in relation to physiological mechanisms. Open to students who satisfy the instructor as to their preparation. Physiology 200 should precede 303. In special cases it may be taken concurrently with 303.

Through the year. Hours to be arranged.

This course alternates with 204.

COURSES OFFERED WHEN DEMAND WARRANTS

15. Invertebrate Zoology.

100. Personal Health and Hygiene.

101. Economic Botany.

102. Entomology.

206. Advanced Systematic Botany.

210. Neuro-anatomy.

DEPARTMENT OF CHEMISTRY

PROFESSOR MERIGOLD, PROFESSOR BULLOCK, ASSISTANT PROFESSOR MARTELL

Courses in chemistry fall into two groups:

First, those primarily for undergraduates. These furnish a foundation for professional work in chemistry or medicine, and are suitable for students desiring some knowledge of the subject as part of their general education.

Second, those primarily for graduate students.

UNDERGRADUATE WORK

Students who intend to become professional chemists or to study for an advanced degree in chemistry should *major* in chemistry and take at least two years' work in physics.

They are advised to conform as closely as possible to the schedule given below.

First year: Chemistry 10 or 11; Mathematics 10 or 11; English 11; one course in "division B" and foreign language.

Second year: Chemistry 12a, 13b, and 14; Physics 11; Mathematics 12 or Physics 12., and a continuation of work in foreign language.

Third year: Chemistry 15, 110 and 19; and electives.

Fourth year: Five courses, chosen from the following: Chemistry 111, 212b, 214, 215, 233; Physics 14 and 15; an elective. A choice, with reference to future work, should be made after consultation with the chemistry staff.

Chemistry 19, required of all "chemistry majors," is essential for work in physiology. Two years of mathematics are required preparation for Chemistry 19 and for graduate work in chemistry. The same amount of mathematics is required for all who elect chemistry as a "major," and for all who expect to become professional chemists.

For professional work in chemistry, at least one year of graduate study is highly desirable.

Students who intend to enter the field of secondary education should acquaint themselves with the requirements in "education" of state and local licensing boards and prepare to meet these requirements. This may necessitate the omission of certain courses in chemistry scheduled for the third and fourth years.

Students who intend to study medicine should elect course 10 or 11, 12, 15 and 110 which are required for admission to practically all "class A" medical schools. Courses 13 and 14 are strongly recommended if time allows.

Attention is called to laboratory fees and breakage deposits listed under the general heading "Laboratory Fees and Deposits."

GRADUATE WORK

The Department of Chemistry provides graduate students with training in the fundamental principles of chemistry sufficiently broad to prepare them adequately for a scientific career.

Requirements for advanced degrees cannot be met merely by pursuing a course of studies or by carrying on an investigation. Hence no definite course of graduate studies is outlined. Ordinarily, completion of the undergraduate program outlined above will be a prerequisite for graduate work in chemistry.

All graduate students are required to have an adequate reading knowledge of French and German. This requirement applies to candidates for either the master's degree or the doctor's degree.

Students registered for advanced degrees are expected to spend not less than eighteen hours per week in the laboratory. This may include special laboratory work in organic, inorganic, and physical chemistry.

Graduate scholarships and fellowships are available to students in this department. Further information may be obtained from the chairman of the department.

During the academic year 1945-46 the following courses were given: 10, 11, 12a, 13b, 14, 15, 110, 19, 212, 215, 216, 33, 34, 35, 321b, 322a.

COURSES OFFERED EACH ACADEMIC YEAR

10. Elementary Chemistry. A course in descriptive chemistry for non-science majors.

Indivisible course. Three lectures and three hours of laboratory work per week.

Full course. Tu. Th. S., 9; Th., 2. MR. MARTELL

11. General Chemistry. Systematic study of the elements and their principal compounds, and the fundamental laws and theories of chemistry. Three lectures and three hours of laboratory work per week. Divisible only by consent of instructor. Prerequisite for Chemistry 12, 13 and 14.

Through the year. M. W. F., 11; M. 2. MR. BULLOCK

12a. Qualitative Analysis. Chiefly laboratory work, nine hours per week. Occasional lectures and recitations. Prerequisite course 11.

Half course. First semester. Tu. F., 2. MR. ZIEMLAK

13b. Chemical Principles. A study of the use of chemical principles in working out problems, including the study of gases, solutions, thermochemistry and homogeneous equilibrium. Prerequisite, Chemistry 11 and 12.

Half course. Second semester. M., 2-4; F., 3. MR. MARTELL

14. Quantitative Analysis. Chiefly laboratory work, with occasional lectures, recitations, and problems. Six hours of laboratory work, and one lecture per week. Prerequisite, course 12.

Divisible for premedical students. The complete course is required for a "major" in chemistry.

Through the year. Tu. Th., 3:30. MR. MERIGOLD

15. Elementary Organic Chemistry. Lectures on the fundamental principles of organic chemistry. Prerequisite, a grade C— or better in course 11.

Through the year. M.W. F., 9.
MR. BULLOCK AND MR. ZIEMLAK

19. Physical Chemistry. Principles of physical chemistry including atomic and molecular structure, gases, liquids, solutions, crystalline solids, chemical thermodynamics, homogeneous and heterogeneous equilibria, electrolytic conductance, electrode potentials, electrolysis and polarization, reaction kinetics, colloids. Prerequisites, Chemistry 13b, 14, Mathematics 12, Physics11.

Three hours of lectures and four hours of laboratory per week. *A required course for chemistry majors.*

Through the year. Tu. Th., 10; Tu. F., 2. MR. MARTELL

110. Organic Synthesis. Laboratory work in the preparation of typical organic compounds. Course 110 should be taken, if possible, in connection with course 15. Four and one-half hours of laboratory work per week. Open only to students who take or have taken courses 12 and 15.

Half course, continuing through the year. Th., 2.
MR. BULLOCK AND MR. ZIEMLAK

111. Detection and Analysis of Organic Compounds. Chiefly laboratory work. Open to students who take or have taken Chemistry 110.

This course may be taken throughout the year four and one-half hours per week to supplement Chemistry 19 or 110, or 9 hours per week during the second semester.

Half course, continuing through the year. M,. 2.
MR. BULLOCK AND MR. ZIEMLAK

112b. Physico-Chemical Methods. An advanced laboratory course in physical chemistry. Open to students who have taken or are taking Chemistry 19. One lecture and six hours of laboratory work per week.

Half course. Second semester. MR. MARTELL

212b. History of Chemistry. Outline of the historical development of the science, and the relation of chemistry to other sciences at various periods of development. Lectures, collateral reading, reports and thesis. Open to graduate students and seniors who take or have taken Chemistry 15 and 19 or equivalent courses. Required for advanced degrees in chemistry.
Half course. Second semester. Tu. Th., 11. MR. MERIGOLD

214. Advanced Quantitative Analysis (including gas analysis). Prerequisite, course 14. Lectures and laboratory work, nine hours of laboratory work per week.
Through the year. Tu. Th., 2. MR. MERIGOLD
Omitted, 1945-46.

215. Honors Course. Primarily for candidates for "honors in chemistry." STAFF OF THE DEPARTMENT
Omitted, 1945-46.

216. Inorganic and Organic Synthesis. Preparation of pure materials. Chiefly laboratory work.
Through the year. MR. BULLOCK AND MR. MARTELL

314. Research in Inorganic Chemistry. MR. MERIGOLD

315. Research in Organic Chemistry. MR. BULLOCK

318. Research in Physical Chemistry. MR. MARTELL

COURSES OFFERED IN ALTERNATE YEARS

233b. Physical Organic Chemistry. Lectures on the physical aspects of organic chemistry. MR. MARTELL

31. Nature of the Chemical Bond. Lectures on the structure and properties of chemical substances from the viewpoint of resonance and electronic structure.
Two hours, through the year. MR. BULLOCK AND MR. MARTELL

321b. Advanced Physical Chemistry. Lectures on the properties of gases, liquids, solutions and crystalline solids. Relation of physical properties to chemical constitution, homogeneous and heterogeneous equilibria, electrolytic conductance and ionization, electrode potentials, electrolysis and polarization, reaction kinetics, colloids.
Two hours, second semester. MR. MARTELL

NOTE: Course 322a and course 322b together constitute a full year course.

322a. Elementary Quantum Mechanics. Lectures on the principles of quantum and wave mechanics, with applications to electronic theory and interpretation of spectroscopic data.
Three hours. MR. MARTELL

322b. Chemical Thermodynamics. Lectures on the principles of classical and statistical thermodynamics, with applications to a wide variety of chemical phenomena.
Three hours. MR. MARTELL

33. Advanced Organic Chemistry. Lectures on selected subjects in organic chemistry.
Two hours, through the year. MR. BULLOCK

34. Advanced Inorganic Chemistry. Lectures on selected topics in inorganic chemistry.
Two hours, through the year. Tu. Th., 9. MR. MERIGOLD

35. Seminar. Staff and graduate students. Reports on research work being carried on in the laboratory and reports and discussions of recently published work in related fields.
Once a week, through the year. W., 4.
STAFF OF THE DEPARTMENT

36. Principles of Analytical Chemistry. Lectures on the theoretical basis of analytical chemistry.
Two hours, through the year. Tu. Th., 9.

37. Colloid Chemistry. Lectures on selected topics in colloid chemistry.
Half course, through the year. MR. BULLOCK

DEPARTMENT OF ECONOMICS AND SOCIOLOGY

PROFESSOR BRANDENBURG, *PROFESSOR LUCAS, *PROFESSOR MAXWELL, †ASSOCIATE PROFESSOR MELDER, ASSISTANT PROFESSOR HARGEST, ASSISTANT PROFESSOR FISHER, VISITING LECTURER MR. HATCH

The offerings of the department are curtailed by the absence of members of the staff who are engaged in activities connected with the war.

The first aim of the department, in its undergraduate courses, is to give the student a comprehensive grasp of the underlying principles and functions of our economic and social institutions, and to develop habits of systematic and unbiased thought about these institutions. Some of the courses, however, contribute to the student's preparation for a business or professional career (courses 13, 15a, 22, 26, etc.); others are specifically recommended to students who

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*Absent on leave.
†Returning from war service, January 1946.

are candidates for the degree of Bachelor of Business Administration (courses 13, 27a, 211, etc.) Conversely, some students majoring in economics may be advised to elect certain courses offered in the Division of Business Administration (courses 117, 16, 20, etc.).

Economics 11 is a prerequisite to all other courses in economics except Economics 12, and is required of all majors in the department. Similarly Sociology 11 is a prerequisite to other courses in Sociology. Courses taken outside the department in partial fulfillment of the major requirement should be selected, subject to departmental approval, so as to provide a unified program centering about the student's major interest.

Candidates for departmental honors will engage in a program of independent study consisting of reading and research designed in part to give them specialized training in the fields of their major interest and in part to supplement formal courses. Ordinarily a student will not begin his independent study until the second semester of the junior year, nor will he undertake the equivalent of more than two courses in this manner.

In making elections, students should bear in mind that many advanced courses are offered only in alternating years.

GRADUATE WORK

Students expecting to enter upon graduate work should have mastered creditably basic courses in economics equivalent to at least four courses, including Economics 11; those whose preparation is inadequate should expect to remove the deficiency before proceeding to study for a higher degree.

A range of courses sufficient for the needs of candidates for the doctorate is offered in cycles of two or three years. The classification of courses as undergraduate, intermediate, and graduate is necessarily an elastic one. Graduate students electing courses in the undergraduate category will be required to do additional work.

Fellowships, scholarships, assistantships, and other aids are available to a limited number of worthy students.

Attention is directed to closely allied courses offered in geography, history and international relations, and psychology.

During the academic year 1945-46 the following courses were given:

Economics 11, 12, 13, 140, 22, 27a, 28.

Sociology 11, 24, 25a.

ECONOMICS

COURSES OFFERED EACH ACADEMIC YEAR

11. Principles of Economics. An introduction to the fundamental economic principles, together with a study of the practical application of these principles to the problems of American life.
Indivisible course.
Through the year. M. W. F., 10. MR. BRANDENBURG

Business Administration. 117. Accounting.

12. Industrial and Economic History.

First Semester. The development of west European industry and commerce since about 1700, with brief notice of recent developments in Russia and Italy.

Second Semester. Industrial and commercial history of the United States. The period prior to 1860 is studied briefly. Chief attention centers on the rise of the country as an industrial and commercial power: problems of transportation, domestic and foreign trade, tariff policy, currency and finance, industrial combinations.
For freshmen and sophomores only.
Through the year. M. W. F., 9. MR. BRANDENBURG

13. Money and Banking. The principles of money and banking with special reference to their functions in the present economy. The theory of value of money, control of the money market and the problem of money and credit in the world economy are given detailed consideration.
Indivisible course.
Through the year. Tu. Th. S., 9. MR. FISHER

21a. Economic and Social Reform. An historical and critical examination of various programs attempted, or proposed as alternatives to the dominant capitalist economy; a comparison of the economics of free and totalitarian economies.
Semester course (an abridgment of Economics 210a and 211b as recently offered; see catalog, 1945, p. 79).
Half course. First semester. M. W. F., 11. MR. BRANDENBURG
Omitted, 1945-46.

22. Labor Problems. A study of the development of worker and employer organizations, collective bargaining, industrial disputes and methods of prevention and settlement. The second semester is devoted largely to the study of legislative control of industrial relationships and the Social Security program.
Through the year. (To be restricted to the Labor Organization

movement in the United States and offered as Economics 22b, a semester course, in 1946-47 and thereafter).

Through the year. M. W. F., 11. MR. BRANDENBURG

24a, b. Labor and Social Legislation.

First Semester: An analysis of the economic principles underlying Federal and State legislation bearing upon labor relations, wages, hours, etc.; and of the policies proceeding from such legislation.

Second Semester: Attention centers upon social insurance, welfare legislation and upon recent and current proposals for stabilizing employment by government action.

Economics 22b is a prerequisite for first semester. Either semester may be taken separately for credit.

Through the year.

Omitted, 1945-46.

28. Research in Selected Economic Problems.

Includes departmental honors work and other individual projects completed for credit.

Hours as arranged. THE STAFF OF THE DEPARTMENT

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1946-47.

124. Marketing. See Bus. Adm. 124b.

***15a. Public Finance.** The principles of governmental expenditures, revenues, and debts, with particular reference to the United States.

***18. Business Organization and Finance.** See Bus. Adm. 18.

***20. Business Law.** See Bus. Adm. 20.

27a. International Trade and Finance. The nature, theoretical basis, methods of financing, and government control, of the international movement of goods. Economics 13 is a desirable preliminary course.

M. W. F., 10. MR. FISHER

COURSES OFFERED WHEN DEMAND WARRANTS

140b. Consumer Economics.

25. Problems in Public Finance.

26. Government and Industry.

29b. Economics of Transportation.

31. International Economic Policies.

311. Seminar in Economics and Sociology.

38. History of Economic Thought.

39. Value and Distribution.

SOCIOLOGY

COURSES OFFERED EACH ACADEMIC YEAR

11. Principles of Sociology. Society and its fundamental inter-relationships: man's social nature, his personality development, his behavior in groups such as classes, nations, races; community organization; social interaction as seen in competition and coöperation; social change. The course is essential to further study of sociology.
Through the year. Tu. Th. S., 10. Mr. Fisher

24. Community Organization and the Social Worker.
A study of the structure and dynamics of the modern community: community institutions, their functions and inter-relationships; comparison of urban and rural community needs and organizations; brief consideration of the history and theory of social work; the place of the social worker in the community.
Prerequisite Sociology 11 or approval of instructor.
Through the year. M. W. F., 9. Mr. Hatch

25a. The Family and Society.
A study of the form and function of the family at different culture levels; the influence of geographic, biological, demographic and cultural forces in shaping the family, with particular reference to methods of coping with these problems.
Prerequisite Sociology 11 or approval of instructor.
Half course. First semester. Tu. Th. S., 10. Mr. Hatch

26. Major Social Problems.
A study of ethnic relations, juvenile delinquency, poverty and housing, in both the rural and the urban setting; an analysis of attempted and proposed solutions will be made.
Prerequisite Sociology 11, or approval of instructor.
Half course. Second Semester. Tu. Th. S., 10. Mr. Hatch
Omitted, 1945-46.

COURSES OFFERED WHEN DEMAND WARRANTS

27a. Educational Sociology.

See also: Economics 21a, 22b, 24b, 28, 311.

DEPARTMENT OF ENGLISH

Professor Dodd, Professor Illingworth, Assistant Professor Marble, Assistant Professor Anderson, Mr. Hoyt and Mr. Letendre

The first semester of English 11 is required of all freshmen. Students attaining a B grade or better in the first semester of English 11 may, with the approval of the instructor of English 11, and with the permission of the department, substitute for the second semester of English 11 any course in literature or composition which is elective for freshmen. Candidates for the degree of Bachelor of Business Administration are referred to the English requirements of the Division of Business Administration.

A major in English consists of seven courses, no fewer than four of which must be in English literature or composition, the remaining three in related subjects. The following courses are prescribed for a student electing a major in English: English 13b or 147b; 15; 18a or b; 110a or 112b; 113b; 122b; 131b; 142 a or b. English 11 may not be counted as part of a major in English. Attention is called to the Division C requirements concerning Greek and Latin.

THE PRENTISS CHENEY HOYT PRIZE IN POETRY

A prize of fifteen dollars is awarded annually by the Department of English for the best poem by an undergraduate. This is the interest on a fund established by the alumni as a memorial to Prentiss Cheney Hoyt, Professor of English at Clark University from 1909 to 1920.

BIBLIOGRAPHY

Beginning in 1946-47 a course in bibliography including a study of the classification of books, the use of standard reference works, the making of bibliographies etc., will be offered by Associate Professor Rush, Librarian of Clark University.

During the academic year 1945-1946 the following courses were given: 11, 12, 15, 16a, 18, 11, 112b, 114, 113a, 122b, 124, 125, 142, 147b.

COURSES OFFERED EACH ACADEMIC YEAR

11. Composition and Literature. This course aims to increase clarity and accuracy in writing and reading. Written papers, primarily of an expository nature, are frequently assigned, together with readings from our literary heritage.

Required of freshmen.

Through the year. M. W. F., 9, 10, 11, 12, and Tu. Th. S., 9, 10, 11.

Mr. Anderson, Mr. Marble, Mr. Hoyt and Mr. Letendre

12. Public Speaking. A course in the composition and delivery of speeches and practice in impromptu speaking. The aim of the course is to train the student to think logically and to speak simply and effectively when on his feet.
Through the year. M. W. F., 9. MR. ILLINGWORTH

15. A Survey of English Literature. A course in English literature from its beginning to the Victorian era. Elective for sophomores, juniors and seniors.
Through the year. M. W. F., 11 MR. MARBLE

18. The Bible as Literature. First semester, Old Testament; second semester, New Testament. Divisible.
Through the year. M. W. F., 10. MR ILLINGWORTH

113b. British Drama. From the mysteries and moralities to Barrie, Shaw and Galsworthy.
Open to freshmen.
Half course, second semester. Tu. Th. S., 10. MR. DODD

122b. Modern Poetry. A study, in representative contemporary poets, of the new tendencies in verse. Opportunity is afforded for original verse composition. Open only to upper classmen who are proficient in English.
Half course, second semester. Tu. Th. S., 9. MR. DODD

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1946-47.

***13b. Shakespeare.** A general survey of Shakespeare's works, including the reading and class discussion of as many plays as time permits. Elective for juniors and seniors.
Half course, second semester. M. W. F., 11.

***110. Victorian Prose and Poetry.** Elective for juniors and seniors. The first semester may be elected independently.
Through the year. M. W. F., 10. MR. MARBLE

***112b. The Poetry of Tennyson and Browning.** Elective for juniors and seniors.
Half course, second semester. M. W. F., 9. MR. MARBLE

***114a. Elizabethan Drama.** Elective for juniors and seniors
Half course, first semester. M. W. F., 10. MR. MARBLE

121a. Biography and Letters. The biography, autobiography and correspondence of distinguished authors, painters and sculptors, from the eighteenth century to the present. This course is open only to upper classmen who are proficient in English.
Half course, first semester. MR. DODD

***124a. American Drama.** A study of the American drama from colonial times to the present.

Open to freshmen.

Half course, first semester. Tu. Th. S., 10. MR. DODD

***125a. The Short Story.** Representative short stories in English and American literature.

Open to freshmen.

Half course, first semester. Tu. Th. S., 9. MR. DODD

126b. Modern Continental Drama. A companion course to British Drama.

Open to freshmen.

Half course, second semester. MR. DODD

***131b. Chaucer.** A study of selections from Chaucer's works and of their relation to those of his contemporaries, to his period, and to English literature.

Half course, second semester. M. W. F., 9. MR. ANDERSON

***142a. The English Novel.** A study of the novel from its beginning to Thomas Hardy.

Half course, first semester. M. W. F., 8. MR. ILLINGWORTH

***142b. The Modern Novel.** A study of the twentieth century novel including the reading of representative English and Continental authors. Open to freshmen.

Half course, second semester. M. W. F., 8. MR. ILLINGWORTH

147b. The Oral Interpretation of Shakespeare. The life and times of Shakespeare, with special emphasis on the theatre of Shakespeare. The reading of twelve representative plays.

Half course, second semester. MR. ILLINGWORTH

BIBLIOGRAPHY

ASSOCIATE PROFESSOR RUSH

Books and the Library. A study of the classification of books, use of the standard reference works, making of bibliographies, the origin of the book and the development of printing. Lectures and discussions will be supplemented by laboratory work. The student may specialize in the bibliography of the subject of chief interest to him.

Half course. Second semester. MR. RUSH

New course. To be offered in 1946-47.

COURSES OFFERED WHEN DEMAND WARRANTS

B.A. 14b. Business English.

16a. Advanced Composition.

111a. American Literature.

131b. Chaucer.

132b. Milton.

133b. Literary Criticism.

140a. The Appreciation of Literature.

143b. Argumentation and Debate.

145a. Stagecraft.

145b. Acting.

146b. Oral Interpretation of Literature.

DEPARTMENT OF FINE ARTS

LORING HOLMES DODD, *Professor of Rhetoric, Curator of Art, Chairman of the Department of Fine Arts.*

WILLIAM SELF, *Instructor in Music, Director of Musical Organizations.*

*CHARLES H. SAWYER, *Director, Worcester Art Museum.*

HERBERT BARNETT, *Head of Department of Drawing, Painting and Sculpture, School of the Worcester Art Museum.*

With the coöperation of:

HENRY M. BOSSHARD, *Professor of German.*

HAVEN D. BRACKETT, *Professor of Greek and Latin.*

DAVID M. DOUGHERTY, *Professor of Romance Languages.*

ROBERT S. ILLINGWORTH, *Professor of Dramatic Art.*

A student who intends to major in fine arts (the visual arts) or who intends to offer courses listed as "fine arts" as a part of a major in another department is expected to take the course "Introduction to the Visual Arts" before electing other courses in this department.

A major in fine arts (the visual arts) will include:

1) The basic course, Fine Arts 1, Introduction to the Visual Arts, completed before the end of the sophomore year;
2) Fine Arts 111, Practical Art;

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*Absent, serving in the armed forces.

3) The equivalent of two other courses designated as "fine arts";
4) One course chosen from the following list: French 113, Greek 17, Spanish 113;
5) History 11, completed before the end of the sophomore year;

The group of courses chosen to constitute a major must be approved by the department in each case.

A major in music is not offered. Courses in music may be included in a major in the visual arts subject to the restrictions stated in the preceding paragraph.

The courses listed below are offered by the University in coöperation with the Worcester Art Museum and are open to students of either institution.

During the academic year 1945-46 the following courses were given: 10a, 13b, 111, Music 12, Greek 123a.

COURSES OFFERED EACH ACADEMIC YEAR

Fine Arts 1. Introduction to the Visual Arts. A general introductory course in the appreciation and history of the visual arts.

Open to freshmen.
Through the year.
Omitted, 1945-46.

Fine Arts 10a. The Art of My Country. American accomplishment in painting, sculpture and architecture. Illustrated lectures, assigned readings, field trips.

Open to freshmen.
First semester. M. W. F., 9. MR. DODD

Fine Arts 111. Practical Art—Drawing and Painting. This course is designed to develop the individual creative ability of the student and to provide him with a technical proficiency in the various media of artistic expression. Drawing and painting from the cast and model; still life painting; lectures and assigned reading.

Students electing this course are charged a fee of $10 each semester in addition to the regular tuition. There is also an initial expense estimated at about $10 for materials, and a slight expense for replacement as the course progresses through the year.

Through the year. Six hours per week at the School of the Worcester Art Museum. M. Tu., 2-5. MR. BARNETT

Music 12. A survey course. The course begins with the study of the fundamentals of music, rhythm, melody and form. The development of music through its primitive stages, and in the folksongs of the Middle Ages, is traced to the genesis of the sonata-form, and to the contemporary scene. The Vienna classicists, the romantic movement, the rise of impressionism, the so-called modernists are treated in the various types of music to be heard in concert hall, opera house, and over the radio.

An indivisible course, except that qualified students may be admitted at the beginning of each semester with the consent of the instructor.

Elective for sophomores, juniors, and seniors.

Through the year. M. W. F., 11. MR. SELF

Greek 123a. Greek Civilization. This course will cover the period from the beginnings of Greek history to 146 B.C.

Open to freshmen with the consent of the instructor.

First semester. Tu. Th. S., 11. MR. BRACKETT

COURSES OFFERED IN ALTERNATE YEARS

Fine Arts 11b. French and English Painting, 18th and 19th Centuries. Field trips are required. Fine Arts 10 is a prerequisite for freshmen, who are admitted only in special cases, at the discretion of the instructor.

Half course, second semester. MR. DODD

Fine Arts 13b. Painting in Europe in the 17th Century. The trends that led, among others, to El Greco and Velasquez, Rembrandt, and Hals, Rubens and Van Dyck. Field trips.

Half course, second semester. M. W. F., 9. MR. DODD

Fine Arts 15b. The Italian Renaissance. Painting, sculpture, and architecture in the era of Italy's greatest achievements in the arts. Field trips.

Half course, second semester MR. DODD

French 113. Introduction to French Civilization. A selective survey of the history, art, and literature of France, from the Middle Ages to the present time, given in coöperation with the Worcester Art Museum.

Through the year. Tu., 4:15-6, at the Museum; Th., 12, at the University.

Spanish 113. Introduction to Latin-American Civilization. A survey of the art, history, and literature of the Latin-American countries from pre-conquest times to the present day. Weekly two-hour meetings at the Worcester Art Museum are divided between lectures and the showing and discussing of lantern slides and photographs. A third hour weekly, at the college, is required of undergraduates. A reading knowledge of Spanish, though highly desirable, is not a prerequisite for this course.

Through the year. Tu., 4:15-6, at the Museum; Th., 12, at the University. MR. DOUGHERTY

To be offered in 1946-47.

COURSES GIVEN WHEN DEMAND WARRANTS

German 14 and 141. Germanic Civilization. MR. BOSSHARD

English 145a. Stagecraft. MR. ILLINGWORTH

GEOGRAPHY

A complete statement of the offerings in geography will be found in the announcement of the Graduate School of Geography.

DEPARTMENT OF GEOLOGY

PROFESSOR LITTLE

During the academic year 1945-46 only course 12 was given.

COURSES OFFERED EACH ACADEMIC YEAR

12. General Geology. A course dealing with the origin of scenery, the classification of rocks, the structure of the earth, the geography of the past, and the evolution of life. Three recitations and one laboratory period or field trip weekly. Attendance on one out-of-town field trip lasting two to four days is required.

Indivisible course.

Through the year. M. W. F., 8; Th. 2. MR. LITTLE

COURSES OFFERED WHEN DEMAND WARRANTS

121b. Crystallography, Mineralogy, and Blowpipe Analysis. An elementary course on the identification of minerals by their geometrical, physical, and chemical properties. Two class meetings and one laboratory period weekly. General geology is not a prerequisite for this course. MR. LITTLE

122b. Economic Geology. A course dealing primarily with the origin of the deposits of useful minerals with some reference to their more important occurrences throughout the world. Elementary chemistry and geology provide a desirable preparation for this course. Two class meetings and one laboratory period weekly. Geology 121 is a prerequisite. MR. LITTLE

DEPARTMENT OF GERMAN

Professor Bosshard, Mr. de Baillou

The Department of German provides undergraduate courses for the acquisition of a reading and speaking knowledge of German and for the study of German literature and Germanic civilization.

German 111, 132a, and 133b comprise the normal sequence of courses leading to a speaking knowledge. German 11, 12, 13 (or 111 and 13), form a regular sequence leading to a reading knowledge.

German 123 is a language pre-seminar for students who have missed German 111 but wish to speak and write German. Students may register for the course only with the consent of the Department.

The language requirement (See requirements for the Degree of Bachelor of Arts) may be fulfilled by German 13, or 132a and 133b, or a literature course with their stated prerequisites. The Department may, when justified by the exceptional preparation or objectives of a student, permit German 123 to take the place of 13, 132a, 133b, or literature for the fulfillment of the language requirement.

The seven courses required for a major should include the two literature courses, German 152 and 153, prerequisites to these courses, and one course in another language department. Elective courses should be approved by the Department.

Attention to correct pronunciation and writing is given in all language and literature courses. The recording machine and gramophone are used in all classes to assist in the acquisition of correct pronunciation.

The "Germanic Society" is an organization of students which provides lectures in English on various aspects of Germanic civilizations, literatures, and languages (Germany, Austria, Switzerland, Scandinavian countries, and Holland) and their relationship to American and English culture. Some evenings are reserved for reading, singing, and speaking German.

The Department of German has a chapter of the "Delta Phi Alpha" honorary German fraternity. Outstanding students of German may be invited to be members of the fraternity.

During the academic year 1945-1946 the following courses were given: 11, 111, 123, 13, 132a, 153, 19.

COURSES OFFERED EACH ACADEMIC YEAR

11. Reading Approach to German—For Beginners. Study of vocabulary, pronunciation, elements of grammar, composition, reading of easy prose. Indivisible course.

Through the year. M. W. F., 10.

Mr. Bosshard and Mr. de Baillou

111. Speaking Approach to German—For Beginners. Credit for two courses; 8 class-meetings per week. Speaking drill, laboratory methods for study of grammar and syntax, reading related to the culture of the German-speaking countries, short speeches and dialogue based upon reading. Students interested in languages are strongly advised to register for this course. Students who wish to attain a reading knowledge may register for German 111 and German 13 in the second year. Indivisible.
Through the year. M. Tu. W. Th. F. S. 11, and Tu. 2-5, F. 2-5.
Mr. de Baillou and Mr. Bosshard

123. Practice in Speaking and Writing. (Second year). Intensive linguistic work for students. Class reading of expository prose and German discussions; also independent work for each student; reading, oral and written German reports. Prerequisite, German 11 or two years of high school German.
Indivisible course.
Through the year. W. Th. F., 12.
Mr. de Baillou and Mr. Bosshard

12. Intermediate German (Second Year). Reading, translations, review of grammar essentials, exercises in composition and pronunciation. Prerequisite: German 11 or two years of high school German. Indivisible course.
Through the year. Tu. Th. S., 9.
Omitted, 1945-46. Mr. Bosshard and Mr. de Baillou

13. Advanced Reading of German Literature and Expository Prose. (Third Year). Primarily for students who wish to carry on advanced work in the sciences, social sciences, or the humanities. Extensive reading, translation of a few difficult works of literature, and expository prose. Exercises in composition. Prerequisite: German 12, 123, or 111.
Through the year. Tu. Th. S., 9.
Mr. Bosshard and Mr. de Baillou

152. Literature: Relationalism and Classical Period. Lectures, reading, reports. Prerequisite: German 132a, 133b, 13, or an achievement test in reading, writing, and oral use of the language.
Through the year. M. W. F., 9. Mr. Bosshard
Omitted, 1945-46.

153. Literature: The Nineteenth and the Twentieth Centuries. See German 152. Mr. Bosshard

132a. Advanced Grammar and Composition. Thorough review of grammar, translations, and original themes, with stylistic studies. Prerequisite: German 111, 12, 123, or equivalent.

First semester. Tu. Th. S., 10.

MR. BOSSHARD AND MR. DE BAILLOU

133b. German in Commercial, Social, and Official Communications. Reading, discussion, and writing of letters and brief addresses. The course is designed to teach the correct manner of correspondence in social, religious, and commercial circles which differ from the American. Such things as differences in tradition, characteristics of family life, manner of conducting business, and related problems are taken into consideration. Prerequisite: German 132a or equivalent.

Second semester. MR. DE BAILLOU AND MR. BOSSHARD

Omitted, 1945-46.

19. Seminar for Honor Students. Independent reading of literary subjects the students could not study in regular courses, often subjects from the content of courses listed below:

German 151, 141, 161a, 162b, 182. Oral and written German reports are required.

Through the year. MR. BOSSHARD AND MR. DE BAILLOU

COURSES OFFERED WHEN DEMAND WARRANTS

141. Germanic Civilization. An illustrated lecture course on the culture development of northern Europe from Indo-European times through the Renaissance and Classical period.

142. German Classics in Translation.

151. Literature: Early literature.

161a. Lyric Poetry (Survey of German lyric poetry).

162a. Goethe's Faust (Fragment, First and Second Part).

182. Advanced Reading in German Philosophy.

DEPARTMENT OF HISTORY AND INTERNATIONAL RELATIONS

*Professor Blakeslee, Professor D E. Lee, *Professor Jordan, Assistant Professor Rozwenc, Visiting Professor Jaszi

UNDERGRADUATE WORK

The aim of the department in its undergraduate work is to give a broad knowledge of the more significant aspects, political, social and intellectual, of the growth of the leading countries of the world. In addition, the department offers introductory work in the field of government and political science.

History 11, primarily for freshmen, is open to members of all classes and is ordinarily prerequisite for other courses taken by those majoring in this department. Students who are not majoring in this department may, in some instances, elect other courses whose numbers begin with (1) without having previously taken History 11.

GRADUATE WORK

The distinctive feature of the graduate work is the emphasis it places upon the various aspects of international relations. Without neglecting the political, economic and social history of preceding centuries, particular stress is laid on the modern diplomacy and international relations of the United States, Europe, the British Empire, and the Far East.

The various courses offered in the department are so arranged, in cycles of two or three years, that students working for the doctorate will be able to secure a full program each year. A feature of the method of instruction in the department is the frequent informal conferences between instructor and student, and the seminar method in many of the courses.

Particular attention is called to related work offered in the fields of geography and economics and to the announcement of the Division of International Affairs.

During the academic year 1945-46 the following courses were given: 11, 12b, 17, 230, 36, 20, 27b, 214, 234a, 271a, 332, 354, 355.

COURSES OFFERED EACH ACADEMIC YEAR

11. Introduction to the History of Europe. A survey of European civilization from the Roman Empire to the present time.

Open to freshmen. See departmental announcement above.

Through the year. Tu. Th. S., 10. Mr. D. E. Lee

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*Absent on leave.

12b. American Government. A study of the structure and functions of American Government with some attention to the problems of modern administration.
Half course, second semester. Tu. Th. S., 11. MR. ROZWENC

17. Introduction to the History of the United States Since 1783. Beginning with a brief survey of the background of the American Revolution the course will emphasize the political and economic development of the United States. Divisible only with the approval of the instructor.
Through the year. Tu. Th. S., 9. MR. ROZWENC

230. Theory and Practice of International Relations. A systematic effort to elucidate the underlying forces of international politics from the special angle of constructive endeavors to establish lasting peace. Causes of war, real and alleged, are examined. Some of the most important peace plans, past and present, are criticized.
Through the year. M. W. F., 11. MR. JASZI

36. Seminar. Introduction to bibliography and criticism and discussion of research problems being investigated by students and faculty.
Required for all graduate students.
Half course, through the year. Hour to be arranged.
THE STAFF OF THE DEPARTMENT

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1946-47.

***15. History of England.** Dealing primarily with British history since the fifteenth century this course forms a background for the study of American history and English literature.
Through the year. M. W. F., 10. MR. JORDAN

20. Europe Since 1830. The development of the major European nations with special emphasis on the period from 1870 to the present.
Through the year. Tu. Th. S., 11. MR. D. E. LEE

22. The Pacific and the Far East. The course deals with China, Japan, Russia in Asia, the islands of the Pacific, and the Far Eastern policies of the United States.

***23a. American Diplomatic History.** The history of the foreign relations of the United States from 1783 to the present.
Half course. First semester. Tu. Th. S., 11. MR. ROZWENC

***27b. Recent Political Thought.** An analysis of those theories and ideologies which have influenced Western political life since the middle of the 19th century.

Half course. Second semester. M. W. F., 9. MR. JASZI

29b. Russia and the Near East. Beginning with the Byzantine empire and the Kievan state, special attention is given to recent times, particularly to the Russian revolution of 1917 and the Soviet regime since that date.

Through the year. Tu. Th. S., 11. MR. D. E. LEE

28. History of the British Empire. In the second semester the course will deal with developments and problems since 1870.

MR. JORDAN

201. Social and Intellectual History of the United States. The evolution of American life from the Revolution to the present day, with emphasis upon the social customs, economic influences, racial contributions, religious beliefs, and humanitarian movements.

Through the year. Tu. Th. S., 10. MR. ROZWENC

***205a. Introduction to Political Phliosophy.** A study of the main trends of Western political thought with reference to their underlying social, political and economic realities.

Half course. Second semester. M. W. F., 9. MR. JASZI

214. Constitutional History of the United States. Major emphasis is placed on the historical development and the present interpretations of our basic law.

Through the year. Tu. Th. S., 10. MR. ROZWENC

234a. American Colonial History to 1776. This will include the European backgrounds of American history with particular reference to England, and the political, economic, and social development of the colonies.

Half course. First semester. Tu. Th. S., 11. MR. ROZWENC

***270b. Totalitarian Dictatorship and the Constitutional State.** A critical analysis of Bolshevism, Fascism and Nazism with special attention to their attacks against liberal democracy.

Half course. Second semester. M. W. F., 9. MR. JORDAN

271a. Patterns of Democratic Constitutionalism. An inquiry into those institutions and practices by which democratic government is maintained in various countries with genuine democratic experience.

Half course. First semester. M. W. F., 9. MR. JASZI

***332. European International Relations Since 1870.** A study of the diplomatic history of Europe from the Franco-Prussian war to the present time.
Through the year. Th., 2-4. MR. D. E. LEE

COURSES OFFERED WHEN DEMAND WARRANTS

12a. European Governments. MR. D. E. LEE

18. A Survey of International Relations. MR. D. E. LEE

119a. Era of the French Revolution and Napoleon. MR. D. E. LEE

235b. History of British India. MR. JORDAN

320a. England Since 1865. MR. JORDAN

38a. European International Relations Since 1930. MR. D. E. LEE

342. The Influence of Westward Expansion in American Development. MR. ROZWENC

351. Research in the International Relations of the United States.

352. Research in the International Relations of the Pacific and the Far East.

353. Research in the History and International Relations of the British Empire. MR. JORDAN

354. Research in the History and International Relations of Continental Europe. MR. D. E. LEE

355. Research in the History and International Relations of the United States. MR. ROZWENC

DEPARTMENT OF MATHEMATICS

PROFESSOR MELVILLE

The department of mathematics offers courses at the undergraduate level only.

Freshman mathematics includes algebra, trigonometry and elementary analytical geometry. This course is required of every student whose major subject is a science A second year course continues the study of analytical geometry and gives an introduction to differential and integral calculus. The completion of this course gives the minimum mathematical training required for "a major" in physics or chemistry. The third year course is devoted to the further study of calculus, including differential equations.

Following the three fundamental courses, the offerings vary, depending on the needs and wishes of the students.

A major in mathematics will normally include two or three courses in physics, although other appropriate combinations of subjects will be approved.

During the academic year 1945-46 the following courses were given: 10, 11, 12, 13.

COURSES OFFERED EACH ACADEMIC YEAR

NOTE: Only freshmen or sophomores may elect Mathematics 10 or 11 for full credit. Juniors or seniors who complete the work of either of these courses will receive credit for two-thirds of a course.

10. Freshman Mathematics. Algebra, trigonometry and graphics.

Open to freshmen.

Through the year. M. W. F., 8. MR. MELVILLE

11. Freshman Mathematics. For students whose records in placement examinations justify the expectation that they will be able to proceed more rapidly than those assigned to course 10. Algebra, trigonometry and elementary analytical geometry.

Open to freshmen.

Through the year. Tu. Th. S., 8. MR. MELVILLE

12. Second Year Course. Analytical geometry, introduction to differential and integral calculus.

Through the year. M. W. F., 12. MR. MELVILLE

13. Calculus and Differential Equations.

Through the year. Tu. Th. S., 9. MR. MELVILLE

COURSES OFFERED WHEN DEMAND WARRANTS

14. Selected Topics from Analysis and Geometry.

MR. MELVILLE

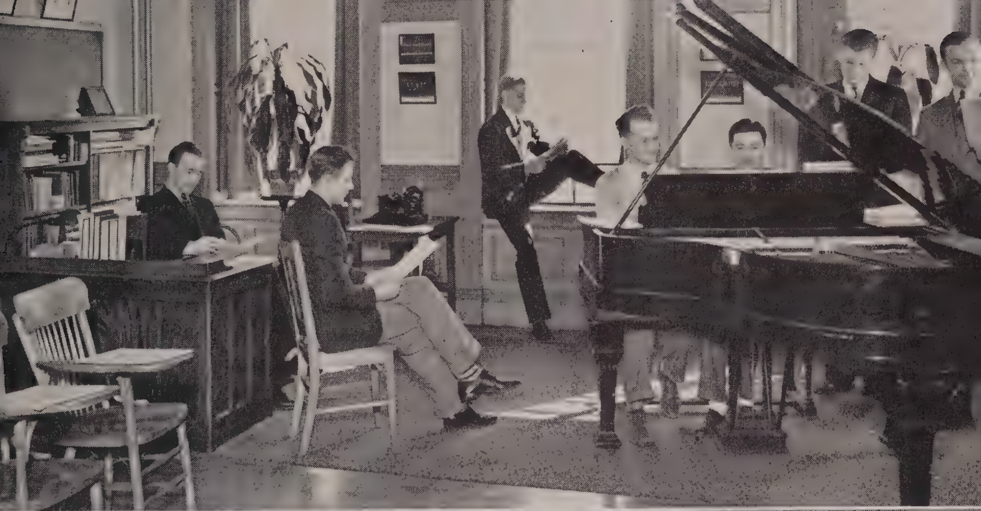
15a. Advanced Algebra and Theory of Equations.

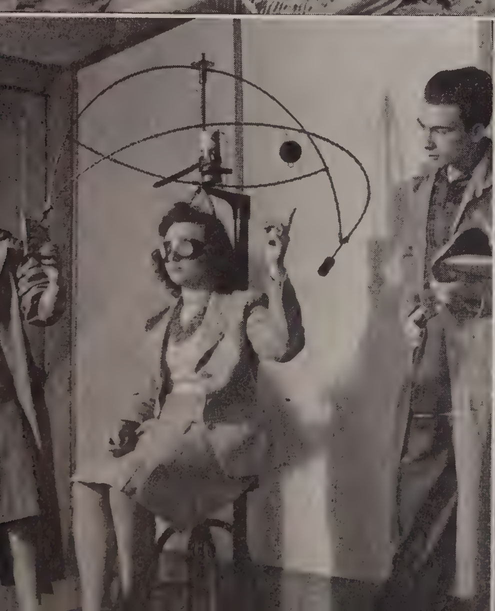
MR. MELVILLE

113. The Mathematics of Statistics.

MR. MELVILLE

16. Advanced Analytical Geometry in Two and Three Dimensions. MR. MELVILLE





DEPARTMENT OF PHYSICS

Professor Roope, *Assistant Professor Gunter

UNDERGRADUATE WORK

The department offers fundamental courses required in preparation for chemistry, biology, meteorology and allied sciences, medicine, dentistry, engineering and science teaching, as well as courses leading to professional or graduate work in physics.

The requirement for a major in physics consists of Physics 11, two courses from Physics 14, 15, 16, 17, either Physics 22 or 23, Mathematics 11 and 12, and Chemistry 11. In addition to electives in physics, Mathematics 13 and Chemistry 19 are desirable. Students preparing for graduate work should also obtain a good reading knowledge of French and German while in college.

Physics 11 is a prerequisite for all other courses in the department. Courses numbered 15 or higher require the use of calculus and should not be elected without consulting the instructor in charge. Courses 15, 16 and 17 each require a limited amount of laboratory work to be done at the discretion of the instructor and at such a time that will not interfere with regularly scheduled courses.

GRADUATE WORK

Courses leading to the degree of Doctor of Philosophy and Master of Arts are omitted for the present.

During the academic year 1945-46 the following courses were given: 11, 12, 17, 111b, 124b, 23.

COURSES OFFERED EACH ACADEMIC YEAR

11. General Physics. Mechanics, heat, electricity and magnetism, wave motion, sound, and light.

Indivisible course.

Open to freshmen.

Through the year. M. W. F., 10; M., 2. Mr. Roope

111b. General Physics. A double course covering the same ground as Physics 11, with six class meetings and six hours of laboratory work per week.

Double course. Second semester. M. Tu. W. Th. F. S., 9 and 6 hours of laboratory work. Mr. Gunter

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*Absent on leave, first semester.

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1946-47.

14. Mechanical, Optical and Electrical Measurements. A laboratory course principally electrical measurements, but also includes advanced problems in mechanics, optics and heat.
Through the year. M. Tu. Th., 2. MR. GUNTER

15. Thermodynamics. This course includes a study of the thermal properties of the solid, liquid and gaseous states, the laws of thermodynamics, and applications to a wide range of phenomena.
Through the year. M. W. F., 9. MR. ROOPE

16. Optics. Geometrical and physical optics including practical work in photography.
Through the year. M. W. F., 9. MR. ROOPE

17. Introduction to Modern Physics. An elementary treatment of physical experiment and theory of the past fifty years including the more recent atomic and nuclear developments.
Through the year. M. W. F., 11. MR. ROOPE

COURSES OFFERED WHEN DEMAND WARRANTS

12. Elementary Mathematical Physics.	MR. ROOPE
13. History of Physics.	MR. ROOPE
18. Spectro-chemical Analysis.	MR. GUNTER
22. Theoretical Mechanics.	MR. ROOPE
23. Theory of Electricity and Magnetism.	MR. ROOPE
24b. Electronics.	MR. GUNTER

DEPARTMENT OF PSYCHOLOGY AND EDUCATION

DIVISION OF PSYCHOLOGY

PROFESSOR JONES, *Chairman*, PROFESSOR BARKER, ASSOCIATE
PROFESSOR BROWN, ASSOCIATE PROFESSOR BELL,
ASSISTANT PROFESSOR (*Affiliate*) RODNICK,
ASSISTANT PROFESSOR OLDER

The psychological laboratories at Clark University were established by G. Stanley Hall immediately after the founding of the university, and constituted the first adequately appointed laboratories in this field in America. These laboratories, under the direction of Edmund C. Sanford, and John W. Baird, increased rapidly in size and in research possibilities for experimental psychology. From the outset this research emphasis on experimental psychology was supplemented by work in child study, educational sychology, and mental hygiene by Hall and William H. Burnham. These earlier emphases have stood the test of time and the present interests in the department represent a continuation and development of these earlier emphases supplementing them by work in tests and clinical analysis, guidance, and personality and character development.

UNDERGRADUATE WORK

The aim of the department in its undergraduate work is to give as broad a knowledge as possible of the more significant aspects of psychology. This includes courses leading to graduate work in psychology and also courses involving the application of psychological principles to education and to industry.

Students majoring in the department will be divided into three groups: first, those who plan to do graduate work in psychology, second, those interested in general psychology but not contemplating graduate work, and third, those interested in educational psychology and education. The requirements for each of these classes are somewhat different and students who are interested should apply to the department for detailed requirements.

GRADUATE WORK

Students who come with adequate training in elementary psychology supplemented by satisfactory training in allied fields, may expect to devote nearly all their time during the first year to advanced course-work. Such students will need to devote about half their time to course-work during their second year, and may expect to give the major part of their time to research after the second year.

Students planning to become candidates for the master's degree should confer with members of the staff as early as possible in order that a suitable thesis subject may be agreed upon.

Only graduate students with superior records are encouraged to become candidates for the doctor's degree. Such candidates are required to obtain exact information concerning all the significant methods of psychological research and to demonstrate actual ability to use one or more of these methods in an original research which usually extends over at least two years.

During the academic year 1945-46 the following courses were given: 11, 190, 201b, 203, 204, 209a, 212, 214, 220, 300, 301, 313, 319, 320, 340, 350. See also courses given in the Division of Education.

A Veterans Administration Guidance Center was organized in connection with the Department of Psychology at Clark University in November, 1945. Qualified graduate students may have an opportunity for applied psychological work at the Center.

COURSES OFFERED EACH ACADEMIC YEAR

11. General Psychology. An introduction to the principles of human behavior.
Through the year. M. W. F., 10. MR. BROWN

190. Industrial Psychology. The application of psychological techniques to the problems of business and industry. Tu., 2-3; F., 1-3. MR. OLDER

Given in the second semester, 1945-46. To be given through the year, 1946-47.

201b. Educational Psychology. A study of psychological principles as they bear upon learning and other problems of education. Half course. Second semester. Tu., 4-6; third hour to be arranged. MR. JONES

203. Clinical and Personnel Psychology. The principles involved in interviewing and case-work and their application to industry and social work.
Through the year. M. W. F., 11. MR. BELL

204. Guidance in Childhood and Adolescence. Principles involved in vocational, educational, and personality guidance. Methods of guidance in elementary and secondary schools.
Through the year. S., 9-11. MR. BELL

Education 206a. Guidance and Remedial Work in Reading.
Half course. First semester. Th., 4-6. MR. BELL

208a. Social Psychology. A survey of the main principles of social psychology including a study of selected experiments in culture, personality, and socialization.
Half course. First semester. Hours to be arranged. MR. BARKER

209b. Child Psychology. A survey of the principles and problems of child psychology.
Half course. Second semester. M. Tu., 1; W., 2. MR. BARKER

210. Psychological Approach to Citizenship Development. A survey and evaluation of the experimental evidence in the field of character and citizenship development among children and adolescents. MR. JONES

212. Experimental Psychology. A general survey of experimental psychology involving detailed experience with laboratory apparatus. Six hours in the laboratory weekly.
Through the year. M., 2; F., 2-4. MR. BROWN

214. Tests and Measurements Applied to Psychological and Educational Problems. A study of the measurement of aptitude, achievement, interest and attitude. Theoretical considerations and practical problems will be included.
Through the year. Th., 4-6. MR. JONES

220. Abnormal Behavior and Personality Development. The first part of the course will be devoted to a survey of the chief types of abnormal behavior, including psychoses, neuroses, psychosomatic disorders, hypnotism, somnambulism, telepathy and allied phenomena. Emphasis will be placed on the dynamics common to both normal and abnormal manifestations. The last part of the course will consist of a consideration of normal personality development. For pre-medical students and advanced students in psychology.
Through the year. W., 5; F., 4-6. MR. RODNICK

230. Learning and Conditioning. A study of experiments and theories of learning and conditioning with special attention to selected research problems.
Through the year. Tu. Th. S., 9. MR. BROWN

300. Genetic Psychology. The basic principles of genetic psychology with attention to native equipment, maturation, conditioning, and socialization.
Through the year. F., 10-12. First Semester, MR. JONES
Second Semester, MR. BARKER

301. Advanced Clinical Psychology. Principles and methods of clinical diagnosis and of psychotherapy as applied to children and adults.
Through the year. M., 4-6. MR. BELL

313. Statistical Methods. The purpose of this course will be to give an understanding of and practice in the statistical methods most valuable in psychological research. Some attention will be given to setting up research studies involving statistical methods and of interpreting the results.
Through the year. W., 3-5. MR. JONES

319. Child Development (Advanced). A critical study of crucial experiments in child development.
Given in the second semester 1945-46. MR. BARKER
To be given through the year 1946-47.

320. Advanced Experimental Psychology. A laboratory course in principles and research methods.
Three hours, through the year. MR. BROWN

340. Departmental Seminar. THE STAFF, GRADUATE STUDENTS, AND VISITING SPEAKERS

350. Research in Psychology. Individual direction of students in their research projects.
THE STAFF OF THE DEPARTMENT

DIVISION OF EDUCATION

VERNON JONES, *Professor of Educational Psychology*
JOHN E. BELL, *Associate Professor of Educational Psychology*
With the cooperation of
ROBERT S. ILLINGWORTH, *Professor of Dramatic Art*
HENRY J. WARMAN, *Assistant Professor of Geography*

In 1936 the trustees of the university voted the establishment of work in Education leading to the degree of Master of Arts in Education. The essence of the plan was that the professional work of prospective high school teachers should be concentrated largely in one year of graduate work following four years of liberal arts education. During this fifth year the Division of Education aims to provide (1) courses in educational psychology, guidance, and allied subjects, (2) added training in subject-matter in the field in which the student is preparing to teach, and (3) apprenticeship teaching under careful supervision.

It has become increasingly evident that candidates for the bachelor's degree who include a few courses in education in their under-graduate programs are not being adequately prepared to meet the demands for scholarly and professional training required by the better school systems. The fifth year plan is, therefore, recommended to all students who plan to enter the field of teaching at the secondary school level.

UNDERGRADUATE WORK

A limited number of courses will be open to juniors and seniors in the undergraduate division upon the consent of the instructor, but the department recommends that undergraduate students concentrate upon the subject-matter fields in which they desire to teach, reserving for the fifth year the professional work in the theory and practice of education.

In keeping with the general plan to offer in five years a well-rounded program of teacher training with emphasis on the professional aspects of the training in the fifth year, *an undergraduate major in education is not offered.*

GRADUATE WORK

The requirements for the degree of Master of Arts in Education cannot be adequately stated in terms of courses to be taken, because the evaluation of the work of each student will be made on the basis of achievement rather than on the basis of courses completed. However, the minimum essentials in terms of course requirements are outlined below.

Course requirements. The student is expected to elect one of the following groups of studies as the field in which he wishes to teach:

(a) Mathematics and natural sciences
(b) History, geography, and economics
(c) Ancient and modern foreign languages
(d) English, alone or in combination with some related subject.

Prior to receiving the degree, the candidate must complete not less than five year-courses in one of the above groups, or in a combination of groups approved by the Division of Education. At least one of the five year-courses must be taken as a part of the study in residence for the advanced degree and must be passed with a grade satisfactory for graduate credit. In addition to the above requirement in the subject-matter field, eight semester-courses of graduate work in education will normally be required. The program of courses to meet these requirements must be approved in advance by the department. Changes in the proportion of education and subject-matter courses may be made by the department on the basis of the candidate's previous training. Work, additional to the above requirements, either in the subject-matter field or in education, or both, may be required if this seems necessary for the adequate preparation of the candidate.

Thesis. The candidate must present a "thesis," or "special report," in which he demonstrates not only his grasp of the subject-matter which he plans to teach but also a mastery of the educational principles necessary for such teaching. The thesis will be adapted to the vocational needs of the candidate and will not be regarded as an index of his capacity for research. In this respect it may differ somewhat from the thesis required of candidates for the degree of Master of Arts in other fields.

During the academic year 1945-46 the following courses were given: 205, 206; Geography 282b, 315 in addition to courses in the Division of Psychology.

COURSES OFFERED EACH ACADEMIC YEAR

Psychology 201b. Educational Psychology.
Half course. Second semester. Tu., 4-6; third hour to be arranged. MR. JONES

Psychology 204. Guidance in Childhood and Adolescence.
Through the year. S., 9-11. MR. BELL

Education 205a. The Teaching of English. Methods of teaching poetry, drama, novel, short story, oral and written composition.
First semester. M., 4-6. MR. ILLINGWORTH

Education 206a. Guidance and Remedial Work in Reading. A study of the fundamental skills necessary for successful reading of school children. Attention will be given to common difficulties in reading and to clinical and remedial methods for the improvement of reading.
Half course, first semester. Th., 4-6. MR. BELL

Psychology 210. Psychological Approach to Citizenship Development.
Through the year. Tu., 4-6. MR. JONES

Psychology 214. Tests and Measurements Applied to Psychological and Educational Problems.
Through the year. Th., 4-6. MR. JONES

Geography 282b. Geography in Education. A survey of geography in the present-day American schools. The course is designed to meet the needs of those expecting to teach geography.
Half course, second semester, late afternoon. Hours to be arranged. MR. WARMAN

Psychology 313. Statistical Methods.
Through the year. W. 4-6. MR. JONES

Education 315. Apprenticeship Teaching. An informal course consisting of extensive practice teaching in the field or fields in which the student plans to teach. Individual supervision is given by the department and by critic teachers in cooperating schools.
First semester. Time to be arranged. MR. JONES AND CRITIC TEACHERS

COURSES OFFERED IN ALTERNATE YEARS

Education 308a. Principles of Secondary Education. A survey of the aims, responsibilities, and general methods in secondary education. MR. JONES

DEPARTMENT OF ROMANCE LANGUAGES

Professor Dougherty, Assistant Professor Reid,
Mme. Corporon, Señor Reñasco

Courses offered in the languages and literature of France, Spain, and Spanish America have been planned to provide:

1) an adequate foundation for graduate study or teaching either French or Spanish, or both;
2) an extensive reading knowledge of both languages, essential for carrying on advanced study in natural sciences, social sciences, and the humanities, and for fulfilling the language requirement for the degree of Bachelor of Arts;
3) a competent speaking knowledge of both languages, facilitated by speaking approach courses at the elementary level and by more advanced courses and group meetings affording opportunity for practical use of the languages.

A "major" in Romance languages should comprise:

1) Four of the following courses: French 13, 14, 114, 23, 25, 26
   Spanish 13, 14, 23
   Romance language 24
2) French 113 *or* Spanish 113.
3) History 11, to be completed by the end of the sophomore year.
4) at least one course, to be approved by the department, in a non-Romance language or literature.

Students majoring in Romance languages are expected to acquire a thorough knowledge of either French or Spanish and a competent knowledge of the other, both in language and in literature. Attention is called to the requirement that language majors who do not present a minimum of two years of Latin or Greek for entrance must take a course in one or the other of these languages during the freshman year.

During the academic year 1945-46 the following courses were given: French 11, 12, 13, 14, 114, 125.
Spanish 11, 111, 12, 14.

COURSES OFFERED EACH ACADEMIC YEAR

FRENCH

12. Intermediate. Review of grammar, exercises in composition and pronunciation, intensive and extensive reading in a variety of modern texts. Prerequisite, French 11 or the equivalent in high school French (normally 2 years)—depending on result of placement test.

Indivisible.

Open to Freshmen.

Through the year . M. W. F., 8.

MR. REID AND MME. CORPORON, first semester
MR. LETENDRE AND MME. CORPORON, second semester

13. Composition and Pronunciation. The objective of this course is the correct speaking, writing, and comprehension of present-day French. Prerequisite, Grade of B– or higher in French 12 or three years of high school French completed with distinction.

Open to Freshmen, subject to the approval of the instructor.

Through the year. M. W. F., 12.

MR. DOUGHERTY AND MME. CORPORON

14. Readings in French Literature. The aim of French 14 is two-fold: the attainment of facile reading ability and a general view of French literature since 1600, based upon detailed study of ten works of representative authors.

Prerequisite, French 12 or the equivalent in high school French (normally 3 years)—depending upon result of placement test.

Open to Freshmen.

Through the year. Two sections. M. W. F., 11, and Tu. Th. S., 11. MR. REID AND MME. CORPORON

SPANISH

11. Elementary. For beginners. The elements of grammar and pronunciation; extensive, carefully-graded reading in both the Spanish and Spanish-American fields. Exercises in speaking and writing.

Open to Freshmen.

Through the year. M. W. F., 11. MR. REID AND SEÑOR REÑASCO

111. Elementary—Speaking Approach. Double credit course for beginners. Active use of spoken Spanish, under the direction of a native drillmaster, accompanied by grammatical analysis and practice in direct reading. Grammar sessions 2 hours, practice sessions 3 hours, laboratory session 3 hours. Course 111 prepares for admission to course 13 or 14.

Indivisible.

Open to Freshmen, subject to approval of instructor.

Through the year. M. W. Th. F. S., 11; Tu., 2-5.

MR. REID AND SEÑOR REÑASCO

12. Intermediate. Review of grammar, exercises in composition and pronunciation, intensive and extensive reading of texts dealing with Spain and Spanish-America.

Prerequisite, Spanish 11 or the equivalent in high school Spanish (normally 2 years)—depending upon result of placement test.

Indivisible.

Through the year. Tu. Th. S., 8. MR. REID

COURSES OFFERED IN ALTERNATE YEARS

*Courses to be offered in 1946-47.

FRENCH

***11. Elementary.** For beginners. The elements of grammar and pronunciation; extensive, carefully-graded reading; exercises in speaking and writing simple French.

Open to Freshmen.

Through the year. Tu. Th. S., 9. MR. REID, first semester
MR. LETENDRE, second semester

***112. Intermediate — Speaking Approach.** Intensive conversational practice under the direction of a native drillmaster, review of grammar, exercises in composition and pronunciation, intensive reading in a variety of modern texts.

Prerequisite, Grade of B– or higher in French 11, or the equivalent in high school French.

Double credit course.

Open to Freshmen, subject to the approval of the instructor.

Through the year. M., 8, 2; W., 8, 12; F., 8, 12. MR. REID

***114. General View of French Literature.** A unified and fairly complete survey of French literature from the beginnings to the present time.

Prerequisite, French 14 or equivalent.

Through the year. Tu. Th., 10; M., 2. MR. DOUGHERTY

***123. Advanced Language.** Advanced composition and special study of grammatical topics. Prerequisite, French 13 or 112 and preferably Romance Language 24.

Half course.

Second semester. W. F., 9; a third hour to be announced.
MR. REID

125. Principal Prose Genres. Detailed study of the essay, the short story, and the novel as exemplified by the chief works in each genre from the sixteenth century to the present time. Prerequisite, French 114 or equivalent.

Through the year. Tu. Th., 8:30-9:50. MR. DOUGHERTY

26. French Poetry and Drama. Intensive study of the principal monuments of each genre, from the Middle Ages to 1900. Prerequisite, French 114 or equivalent. MR. DOUGHERTY

Through the year. Tu. Th., 8:30-9:30.

SPANISH

13. Composition and Pronunciation. The objective of this course is the correct speaking, writing, and comprehension of present-day Spanish. Open to Freshmen, subject to the approval of the instructor.

Prerequisite, Grade of B— or higher in Spanish 12 or equivalent or three years of high school Spanish completed with distinction.

Two sections; M. W. F., 8., and M. W. F., 10. Through the year. MR. DOUGHERTY AND SEÑOR REÑASCO

***14. Readings in Spanish and Spanish-American Literature.** The aim of Spanish 14 is two-fold: the attainment of facile reading ability and a general knowledge of the principal Spanish and Spanish-American authors. Prerequisite, Spanish 12 or the equivalent in high school Spanish (normally 3 years)—depending on result of placement test.

Open to Freshmen.

Through the year. Two sections. M. W. F., 9, and M. W. F., 10.

MR. DOUGHERTY, first semester

MR. REID, second semester

123. Advanced Language. Advanced composition and special study of grammatical topics. Prerequisite, Spanish 13 and preferably Romance Language 124.

Half course.

Second semester. W. F., 9; a third hour to be announced.

MR. DOUGHERTY

ROMANCE LANGUAGES

124. Comparative French and Spanish Phonetics. The elements of general phonetics. A detailed study of the sounds of French and Spanish. Required course for majors who wish to be recommended for teaching either language. Prerequisites, French 13 or 112 and Spanish 13.

Half course.

First semester. W. F., 9; a third hour to be announced.

MR. REID

COURSES OFFERED WHEN DEMAND WARRANTS

FRENCH

111. Elementary—Speaking Approach.

113. Introduction to French Civilization.
(Will probably be offered in 1947-48.)

SPANISH

***113. Introduction to Latin-American Civilization.**

HEALTH EDUCATION FOR UNDERGRADUATE WOMEN

A REQUIRED COURSE OFFERED EACH ACADEMIC YEAR

Health Education for Undergraduate Women. A study of the principles of healthful living which will aid the student in developing attitudes and habits necessary for happiness and service in personal, family, and community life.
A non-credit course. M., 12-1. MISS SHAY

The Summer Term

First Session, June 3 to July 12

Second Session, July 15 to August 23

A six-week summer school was established in 1921, primarily to serve teachers who were employed during the regular academic year. Its organization and its offerings were relatively independent of the general university program.

The national emergency beginning in 1941 made it necessary to provide opportunities for college students to complete their requirements for a bachelor's degree in as short a time as possible. Accordingly the summer session was lengthened to twelve weeks and made an integral part of the college program.

The opportunity to begin college work in June has proved advantageous to three classes of students.

A. Those who graduate from high school in June and wish to start promptly on college work.

B. College students who wish to complete the requirements for a bachelor's degree in three years or less.

C. Discharged veterans who wish to take up college work without unnecessary delay.

Teachers who wish to attend the summer school for six weeks will find many courses suited to their needs during either the first or second sessions.

Instruction is offered in all subjects usually included in the undergraduate or graduate programs for which there is sufficient demand.

Work done in the summer term may be counted toward the fulfillment of the requirements for the degrees of Bachelor of Arts, Bachelor of Business Administration, Bachelor of Education, Bachelor of Nursing Education, Master of Arts, and Doctor of Philosophy.

Unless otherwise announced, subjects are presented in "courses" or "half courses." A course, equivalent to six semester hours, involves five sixty-minute meetings per week, or their equivalent, throughout twelve weeks. A half course extends through six weeks. A normal program will be two subjects carried concurrently.

Tuition charges, for a normal program, are $120.00 for the term of twelve weeks, or $60.00 for each session of six weeks. The charge for other programs is on the basis of $10.00 per semester hour.

Dormitory accommodations for both men and women are available at reasonable rates.

The first session has been designed primarily for college students who will remain through the entire term of twelve weeks. However, any qualified person may be admitted to this session.

Any high school senior finding it possible to attend this early session will be permitted to do so, provided he can present a satisfactory record in seven semesters of preparatory school work and remains in attendance at preparatory school with a satisfactory record up to the opening of the summer term.

The second session has the additional purpose, as has been stated, to serve the group which under normal conditions would attend a summer school for six weeks, beginning about July 4. Many of the undergraduate courses have been planned so that they may be entered at the opening of the second session, and the range of choice in course offerings will be much wider than in recent summer schools.

The Summer Term Bulletin contains detailed information about the coming term with descriptions of the various courses, and may be had upon application to THE DEAN OF THE COLLEGE, CLARK UNIVERSITY, WORCESTER, MASS.

THE SUMMER TERM AND THE ACCELERATED COLLEGE PROGRAM

The introduction of the summer term, with its two sessions of six weeks each, has given great flexibility to the college program. The college course may extend through the traditional four years or may be condensed into shorter periods of time.

An ambitious student who is well prepared, in good health and willing to work hard may complete the college course in less than three calendar years. A student who graduates from high school in June could enter college at the beginning of the second session of the summer term and receive his bachelor's degree in June three years later without carrying more than a normal program of college work. His schedule for the three years would be as follows:

Enter college in July

First summer term	1 course
First academic year (September to June)	5 courses
Second summer term	2 courses
Second academic year	5 courses
Third summer term	2 courses
Third academic year	5 courses

Requirements for graduation, 20 courses, will be completed at the end of three years.

Schedules providing for graduation at other times may be worked out to suit individual needs.

COURSES OFFERED IN THE SUMMER TERM

Courses are identified by number. The letters "a" and "b" following a course number indicate that the course is offered for the first session or for the second session respectively. Any particular course bears the same identifying number whether it is offered during the regular academic year or in the summer term. Courses primarily for undergraduates have numbers beginning with the figure "1," those for advanced undergraduates and graduate students, with the figure "2," and those primarily for graduate students, with the figure "3."

The following courses were given during the 1945 summer term.

BIOLOGY

ST111. General Biology. Mr. Nunnemacher and Mr. Potter

ST16a. Histology. Mr. Nunnemacher

ST18b. Genetics. Mr. Potter

BUSINESS ADMINISTRATION

ST117. Principles of Accounting. Mr. Hargest

CHEMISTRY

ST11. General Chemistry. Mr. Bullock and Mr. Martell

ST12a. Qualitative Analysis. Mr. Ziemlak

ST15. Elementary Organic Chemistry. Mr. Bullock and Mr. Martell

ECONOMICS

ST12a. Economic and Industrial History of the United States. Mr. Brandenburg

ST12b. Economic and Industrial History of Europe. Mr. Fisher

ST23a. Economics of War. Mr. Brandenburg

ST23b. Postwar Economics. Mr. Fisher

ENGLISH

ST15. Survey of English Literature. Mr. Marble

ST113a. British Drama. Mr. Marble

ST112b. Tennyson and Browning. Mr. Marble

FRENCH

ST14. Readings in French Literature. Mr. Dougherty and Mr. Reid

GEOGRAPHY

ST10. Principles of Geography. Mr. Warman

ST183. Latin America. Mr. Warman

ST191. Cartography. Mr. Burnham

ST27b. Cultural Geography. Mr. Ekblaw

ST29b. Geography in Education. Mr. Warman

ST282b. Postwar Problems of North America. Mr. Ekblaw

GERMAN

ST11. Elementary German. Mr. Bosshard and Mr. Baillou

ST12. Second Year German. Mr. Bosshard and Mr. Baillou

HISTORY AND INTERNATIONAL RELATIONS

ST11a. Europe from the Roman Empire to 1660. Mr. Lee

ST17b. American History Since the Civil War. Mr. Coddington

ST20a. Europe Since 1914. Mr. Lee

ST241b. Westward Expansion in American Development. Mr. Coddington

MATHEMATICS

ST10. First Year College Mathematics. Mr. Melville

ST12. Analytic Geometry and Calculus. Mr. Melville

NURSING EDUCATION

ST202a. Teaching in the Hospital Unit. MISS SHAY

ST206a. Administration in the Nursing Unit. MISS SHAY

PSYCHOLOGY AND EDUCATION

ST203a. Clinical Psychology. MR. BELL

ST208b. Guidance Through Biography. MR. JONES

ST210b. The Psychological Approach to Citizenship Development. MR. JONES

ST216a. Child Psychology. MR. BELL

SOCIOLOGY

ST11. Principles of Sociology.
MR. BRANDENBURG AND MR. FISHER

SPANISH

ST12. Second Year College Spanish.
MR. DOUGHERTY AND MR. REID

The Degree of Bachelor of Education

The degree of Bachelor of Education is offered to teachers, both men and women, who have completed a two-year normal school course, or its equivalent, and who have had at least one year of experience in teaching. Candidates for this degree are under the direction of the Committee on Extension Courses and Special Students.

Credit toward this degree may be earned in regular college courses, in summer school, and in afternoon and evening courses offered in the university especially to meet the needs of candidates for this degree ("Courses of College Grade for Adults"). Study outside of regular classes conducted under the auspices of a recognized institution of college grade cannot be accepted for credit, although such study may be the basis of relief from requirements in particular subjects.

A teacher in active service may normally earn a maximum of four semester hours of credit in each semester of the academic year and six hours in a six-week summer school.

The program leading to the degree includes requirements in English, foreign language, laboratory science, social science and education.

RULES AND REGULATIONS

It is impossible to cover explicitly, by rule, all situations which may arise in the absence of a fixed curriculum and with the possibility that credit toward the degree may be obtained from a variety of sources. The committee is guided by the general purpose to maintain a reasonable standard, involving suitable choice of courses and satisfactory performance in them.

The more important rules affecting candidates for the degree of Bachelor of Education are as follows:

Admission: Only those who have completed a two-year normal school course or the equivalent may be admitted to candidacy for the degree of Bachelor of Education.

An application for admission to candidacy must be made in writing on a form which may be obtained from the university Recorder. An application should be accompanied by evidence of graduation from a standard high school and an *official* record of all study by the applicant in normal school and college.

Applicants are notified in writing of action on their applications. Such notice in the case of those accepted includes a statement of credit allowed on records submitted, and of any special requirements.

The Matriculation Fee, $5, must be paid for the purpose of opening an official record in the office of the university Recorder.

CREDIT FROM OTHER INSTITUTIONS.

a. Credit of 54 semester hours will normally be given for the completion of a standard two-year course in a normal school or teachers college. Less than this may be granted at the discretion of the committee in charge, and additional credit may be allowed for a longer period of study and for suitable work in extension courses or in summer schools. The total credit from other institutions may not exceed 90 semester hours.

b. After admission to candidacy credit may be allowed for courses taken at approved universities, colleges, or normal schools, *provided such courses are authorized in advance.*

c. Not more than thirty hours of credit may be allowed for home study courses and extension courses taken with other institutions. Such work is accepted from only a limited number of sources. This thirty-hour limit applies to the combined total of "home study" and "extension" courses.

REQUIREMENTS FOR THE DEGREE.

a. 120 semester hours of college credit, including advanced standing granted at the time of admission to candidacy.

b. At least 30 semester hours of credit earned *in residence* at Clark University.

c. At least one year's teaching experience or its equivalent.

d. Requirements in particular subjects:
   - (i) Six semester hours in psychology or education, taken after the completion of the two year normal school course or its equivalent.
   - (ii) Six semester hours of laboratory science, taken after the completion of the two-year normal school course or its equivalent.
   - (iii) Ten semester hours of English, which may be taken in whole or in part in the normal school course.
   - (iv) Twelve semester hours in any *one* foreign language, which may be completed in whole or in part elsewhere than at Clark University. Evidence of the completion of this requirement may be supplied in the following ways: (1) by securing credit in course toward the degree for the twelve semester hours required; (2) by securing credit in course toward the degree for at least the last four semester hours normally required to complete the twelve hour requirement; (3) by passing satisfactorily an examination set by Clark University.
   - (v) Twelve semester hours of economics, geography, government, history, or sociology, at least six of which must be taken after the completion of the two-year normal school course or its equivalent.

STANDARD OF SCHOLARSHIP. A grade better than D+ is required in three-fourths of all credit accepted toward the completion of the requirements for the degree.

LAPSE OF CANDIDACY. Candidacy for the degree terminates automatically whenever for a period of two years or more a candidate has failed to complete any courses in Clark University yielding credit toward the degree. A candidacy terminated under this rule may be renewed by action of the committee in charge. Such renewal may involve a revision of allowances previously made, both in respect to total credit and requirements in particular subjects.

DIPLOMA FEE. The diploma fee, $5, should be paid to the Bursar not later than the beginning of the term in which the requirements for the degree will be completed.

SPECIAL COURSES FOR TEACHERS

Special courses for teachers in service (extension courses) given at times which avoid conflict with school sessions, have been offered for many years. Because of various changes brought about by the war it has not been feasible to continue such offerings for the current year.

Degrees Conferred

In the Calendar Year 1945

BACHELOR OF ARTS

Christopher Babigian
Azariah Bedrosian
Barbara Ann Brigham
Thelma Shirley Brodsky
(With high honor in general course)
Kenneth Arthur Brooks, Jr.
Lois Elizabeth Crowe
Nancy Doolittle
Mary Ermak
Maurice Robert Ferber
(With highest honor in general course)
Domenic Donald Fiorillo
Thomas Fritz Goreau
Bernardine Cashen Hayward
Carol Louise Johnson
(With high honor in general course)
Ruth Johnston
Katherine Virginia Kane
Stanley Michael Chaberek
Eleanor Catherine Kelliher
Morris Reuben Kesner
(With honors in German)
Phyllis Marie Lacouture
Robert Mitchell Lewis
Warren Litsky
Marion Margaret McCann
Joseph Peter Miskavich
Alice Veronica Murphy
Daniel Patrick O'Keefe
Estelle Huff Rettig
Paul Frederick Ronnholm
Georgette Yolande Savaria
(With honor in general course)
Pauline Celia Shawmut
Virginia Byrnes Sheahan
Ivan Boris Van de Workeen, Jr.
Loretta Anne Wawrzyniak
(With honor in general course and honors in Romance Languages)

BACHELOR OF BUSINESS ADMINISTRATION

Stanley Holmes Gutridge

BACHELOR OF EDUCATION

Marion Rose Beauregard
Louise Sprague Eaton
Rose Jaffe

MASTER OF ARTS

Mary Lee Bininger
Evelyn Aviva Chohat
Elizabeth Mary Doran
Anita Kassen
Rita Marie Kelly
Agrippina Anne Macewicz
Mary Carroll O'Leary
Avivah Latinsky Sayres
Jane Wheeler Steedman
Leah Barnett Stern

MASTER OF ARTS IN EDUCATION

John Paul Reardon

DOCTOR OF PHILOSOPHY

Henry John Warman

HONORARY DEGREES

George Francis Booth	Doctor of Civic Leadership
Kent Cooper	Doctor of Letters
Robert Hutchins Goddard	Doctor of Science
William David Hassett	Master of Arts
Harry Galpin Stoddard	Doctor of Civic Leadership
Malcolm Macdonald Willey	Doctor of Humane Letters

SUMMARY

Degrees in Course		*Honorary Degrees*	
Bachelor of Arts	31	Doctor of Letters	1
Bachelor of Business Administration	1	Doctor of Humane Letters	1
Bachelor of Education	3	Doctor of Science	1
Master of Arts	10	Doctor of Civic Leadership	2
Master of Arts in Education	1	Master of Arts	1
Doctor of Philosophy	1		

Register

Names of students are grouped in three lists. I, graduate students, undergraduate students, and special students in attendance during the regular academic year 1945-46; II, those who attended the 1945 Summer Term; III, students who withdrew after a short time in residence, 1945-46.

I. GRADUATE STUDENTS, COLLEGE STUDENTS AND SPECIAL STUDENTS IN ATTENDANCE DURING THE REGULAR ACADEMIC YEAR

Explanation: S—scholar; F—fellow; numerals 46, 47, 48 and 49 are used to classify undergraduates; g—students formally admitted to the graduate division; s—special students; BE—candidate for degree of Bachelor of Education; AL—ancient languages; B—biology; BA—business administration; Ch—chemistry; Ec—economics and sociology; Ed—education; En—English; FA—fine arts; Ger—German; G—geography; H—history and international relations; IA—international affairs; NE—nursing education; Ph—physics; Ps—psychology; RL—romance languages.

State omitted—Massachusetts; town omitted—Worcester; street names refer to streets unless otherwise indicated.

This list includes the name of all who have matriculated and registered. An asterisk (*) indicates a student not in residence for the entire year.

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
*Abeles, Robert Arent	49		21 Havelock Rd.
Abelson, Herbert Irving	47		1 Freeland
*Abrahamson, Sherman Raymond	G g	Duluth, Minn.	6 Wachusett
*Abramek, Helen Alice	NE	Woonsocket, R. I.	54 May
Adamian, George	47		148 Dewey
Adams, Evelyn Marie	Ed g		4 Cullen Court
Adams, Helen Margaret	NE		Worc. State Hosp.
Adlerz, Martha Linnea	46		7 Birmingham Rd.
*Adrian, Richard Francis	49		28 Commonwealth Ave.
*Ahlstrom, John Russell	49		158 Belmont
*Aisenberg, Howard	47		45 South Lenox
*Alberts, George Irving	48	Kenosha, Wis.	9 Jones
*Allen, Marcia Luella	Ps s		1 Mayfair
Almgren, Helen Gertrude	Ec s		556 Chandler
*Alpert, Leo	G g	Newton Center	
Altobelli, Richard Joseph	49	Leominster	Estabrook Hall
Amidon, Dorothy Alice	Ed g		13 Granville Ave.
*Amsden, Carol Theresa	49		159 Highland
*Amsden, Virginia Rita	49		159 Highland
Anderson, Alice Emelia	NE		109 Francis
*Anderson, Donald Fernland	49		56 Holden
Anderson, Priscilla Marie	47	West Boylston	
Andonian, Paul John	Ch s		1 Kingsbury
Antzes, Barbara Irene	49	New London, Conn.	150 Woodland
*Arbour, Joan	47		195 Clark
Army, Madeline	BE		110 Massasoit Rd.
Arnold, Bernard	48		148 Elm
Aronoff, Richard Newell	49	Winchendon	Estabrook Hall
*Atwood, Richard Forest	49		24 Baker
Atwood, Ruth Joy	49	Spencer	
Audette, Doris Gertrude	49		43 Charlotte
Avery, Charlotte Helen	48		2 Homestead Ave.
*Bachand, Clifford Brodeur	49		45 Lovell
*Baird, Malcolm Everett	48		71 Olean
*Baker, Natalie Lucille	49		18 Northridge
*Baker, Stephen Hopkins	49		5 Vincent Ave.
*Barrett, James Joseph, Jr.	49		5 Lucian
*Barriere, John Ernest	H g		37 Dayton
*Basiul, Walter Joseph	48		56 Perry Ave.
*Baskin, Myron Adelbert	H g	Kenmore, N. Y.	6 Charlotte
Baxter, Barbara Jane	IA g		43 Abbott
*Beck, Robert Nelson	47		6 Watson Ave.
*Becker, Herbert Richard	46		17 Bellingham Rd.
*Becker, Jean Marie	46		17 Bellingham Rd.
*Belles, Earl Melvin	49		1264 West Boylston

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
*Benigno, Rosolino Anthony	47	Union City, N. J.	Estabrook Hall
Bergstrom, Muriel Louise	47		147 Chandler
Berlyn, Sumner	46		257 Fairmont Ave.
Berman, Seymour	47	Dorchester	Estabrook Hall
*Bernatowicz, Albert John	49		77 Sterling
Bestehorn, Virginia Louise	48		5 Sunrise Ave.
Bezanson, Clyde Ormond	G g	Brockton	Estabrook Hall
*Bibeau, Robert Wesley	49		49 Pilgrim Ave.
Bird, Margaret Elaine	47	Leominster	54 Hollywood
Birnbaum, Syma C.	49	Dorchester	150 Woodland
*Bishop, Viola Alice	NE		Worc. Mem. Hosp.
Blume, Geraldine Irma	49	Derby, Conn.	150 Woodland
Blumenthal, Joan Carolyn	46	New York, N. Y.	166 Woodland
*Bogosian, Paul	49		396 Park Ave.
*Boudreau, John Richard	49	Saundersville	
*Bousquet, Robert William	49	Southbridge	
Bowden, Henry Walter	49	Gardner	Estabrook Hall
Bowker, Glenis	49	Shrewsbury	
*Boxshus, John Peter	49		10 Ellsworth
*Braman, Robert Edward	47	Auburn	
Brearley, Betty	47		3 Dewar Drive
Brega, Amelia Angelina	NE	Rutland	
*Brennan, John David	46		33 Clement
Brickley, Charles Newton	H g	East Providence, R. I.	Estabrook Hall
Brodsky, Barbara Ellen	48		1002 Main
*Brooks, Harriet	49		78 May
*Brown, Maryann	NE s		48 William
Bubar, Patricia Virginia	49	Holden	
*Buckley, James Thomas, Jr.	49		122 Woodland
Bugbee, Betty Elaine	B s	Oxford	
Burack, Harriet	46		1331 Main
*Burack, Joseph	49	Shrewsbury	
Burns, Carolyn Jean	47		27 Grand
Butler, Mary Catherine	46		7 Creswell Rd.
Butler, Therese Imelde	49		81 Kenwood Ave.
Butterfield, Ruth A.	49	Westminster	166 Woodland
Caisse, Shirley Mary	48	Millbury	
Callan, Barbara Ann	49		67 Fairfax Rd.
Camp, Georgiana	46		2 Claremont Square
*Campbell, Donald Robert	49		214 Hamilton
*Cardozo, Robert Lopes	49	Kew Gardens, N. Y.	11 Charlotte
*Carlson, Howard Walter	49		154 Greenwood
Carlson, Ruth Eleanor	48		19 Adelle Circuit
Carmody, Catherine Ann	BE		108 Airlie
Carroll, Lillian Cecile	Ed g		21 Fruit
Carroll, Mary Virginia	46		13 Jefferson
Carroll, Matilda Julia	NE		72 Vernon
Carswell, Catherine Ann	49	Glens Falls, N. Y.	150 Woodland
*Carvalho, Vincent George	49	East Pepperell	20 Gates
Cassidy, Clare Therese	46	Uxbridge	150 Woodland
Cassidy, Mary Thomasina	Ed g	Clinton	
Castaldi, Angela Farinelli	46	Shrewsbury	
Caughey, Philip Markham	G g	Waltham	211 June
*Chamberlin, Thomas Wilson	G g	Charleston, Ill.	59 Maywood
*Chandler, Kenneth Ashton	48	Sterling Jct.	
*Chao, Shu-Wen	G g		Estabrook Hall
Chigas, Gloria	47	Catskill, N. Y.	166 Woodland
*Christensen, Thomas Edison	Ed g		30 Northridge
Christie, Janette	49		3 Perrot
*Christo, Peter John	Ps s		27 Assonet
Chupis, Ruth Ann	48	Shrewsbury	
Civin, Robert Henry	47	Spencer	
*Clark, Charles Cordingley	G s	Shrewsbury	
*Clifford, Anna Magdaline	Ed s		13 Summerhill Ave.
Coghlin, Cynthia	47		13 Willard Ave.
Cohen, Ina Thebe	49		71 Russell
Colton, Susanna Boylston	46		138 June
*Conover, Walter Calvin	47	Red Bank, N. J.	Estabrook Hall
Conway, Barbara Emma	46		7 Gates
*Cook, Charles Hannaford	Ps g	Portsmouth, N. H.	Maple St., Sterling
Costello, Eleanor Anne	49	Lawrence	13 Indian Hill Rd.
Cotzin, Dorothy Selma	46		165 Providence

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
Couming, Alice Gertrude	NE		117 Paine
Cournoyer, Paul Romeo	49	Spencer	
*Coupe, George Alfred	49	Holyoke	7 Freeland Ter.
Coutu, Kathleen Ciprian	NE		52 Queen
Coviello, Jerry Francis	B s		49 Tampa
Crain, Frances Janet	49	Leominster	166 Woodland
Crane, Vera Rose	Ch s	Athol	35 May
*Crepeau, Ella Edna	NE		25 Queen
Crockett, Harold Ernest	48		6 Linden
Crossman, Dorice Isabel	NE	Clinton	
*Dacey, Marion Irene	48		180 Dewey
*Dacey, William	G g	Princeton	
*Dalrymple, Paul Clement	48		34 Richmond Ave.
*Daly, Charles Francis	Ed g		486 Park Ave.
Dand, Virginia Wyman	48		21 Bellevue
Daniels, Richard Charles	49	Cherry Valley	
*Davidian, David B.	49		72 Hamilton
Davidonis, Aldona	47		14 Hillside
Day, Richard Lorey	49	Kittery Point, Me.	18 Shepard
Deckel, Edmond Bernard	46		55 Olga Ave.
*Deignan, Francis James	46		195 Lincoln
*DeLollis, Frances Camilla	NE		14 Liscomb
DeLollis, Georgianna Assunta	48		14 Liscomb
Denardo, John Edward	48	Waterbury, Conn.	33 Clement
*Derosier, Albert Paul	49	Los Angeles, Calif.	71 E. Mountain
Desroches, Edward Joseph	49	Southbridge	
Desroches, Richard Henry	47		158 Grand
*Diamond, Margaret Mary	NE		Worc. State Hosp.
*DiLibero, Rita A.	NE	Blackstone	
Dion, Henry William	Ch F		160 Canterbury
Dion, Louis Ferdinand	B g		Assumption College
*Dix, Ernest Sanford	G g	Starrucca, Pa.	56 Fruit
Dobie, Roberta Barratt	49	Millbury	150 Woodland
Dolan, Carolyn Anne	48		15 Wyola Dr.
Donnelly, Hazel Elinor	NE	Lowell	Worc. State Hosp.
*Donnelly, Helen Elizabeth	Ed g	Brookfield	
*Donohue, Harry Joseph	49	Spencer	84 Sumner St., Auburn
Donovan, Margaret Rita	Ps g	Millbury	
Doolittle, Ann Grace	49		48 Havelock Rd.
Doolittle, Carolyn Merriam	48		9 Rexhame Rd.
Doolittle, Jane Emerson	46		48 Havelock Rd.
Douvadjian, Beatrice Lillian	NE		92 W. Boylston Dr.
*Dowd, Earl Edmund	49		3 Clive
Doyle, Ann Marie	46		930 Main
*Doyle, Henry Martin	49	Hudson	
Driscoll, Florence Frances	46		48 Arlington
*Duclos, Alice Emely	En s		9 Oak Ave.
Dufresne, Ruth Marie	46	Northboro	166 Woodland
Dumas, Frances Jane	48	Sturbridge	150 Woodland
*Dunleavy, Gareth Winthrop	48	Putnam, Conn.	11 Charlotte
Dwight, Marion Beatrice	49	Hubbardston	166 Woodland
*Ekblaw, Walter Elmer, Jr.	G g	North Grafton	
*El-Hefni, Mohamed Bahy El-Din	G S	Guiza, Egypt	Estabrook Hall
Eliopulos, Wona	48		86A Elm
Elste, Ellen Anne	Ps g; S	Baltimore, Md.	3 Shirley
Emerson, Eleanor Margaret	46	Webster	
*Ericson, Marion Frances	49	Auburn	
*Errede, Michael Anthony	48		256 Shrewsbury
*Escolas, Edmond Leon	Ec g		9 Abington
*Factor, Robert Benjamin	48	Bridgeport, Conn.	Estabrook Hall
Farmer, Evelyn	48	Boylston	
Farnum, Forest Thomas	49	Gardner	Estabrook Hall
Feingold, Golda Muriel	46		925 Pleasant
Fidelman, Jerome Oscar	49	The Bronx, N. Y.	Estabrook Hall
*Finkenberg, Ann Janet	Ps g	New York, N. Y.	6 Oberlin
Finks, Martin Benjamin	49	Dorchester	Estabrook Hall
Finneran, Eleanor Aileen	47		5 Beechmont
Fipphen, John Stanley	49	Shrewsbury	
Fisher, Philip Brierly	49		3 Ferdinand
Flaherty, Joan Marie	49		17 Hitchcock Rd.

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
Flynn, Marie Virginia	46		53 Sagamore Rd.
*Fogarty, Francis Joseph	H s		894 Main
Foor, James Harry	49		39 Saxon Rd.
*Fox, Margaret L.	NE		32 Cutler
*Franklin, Jacob	Ed g	Webster	
Freeman, Phyllis	46	W. Palm Beach, Fla.	86 Granite
Freeman, Robert Edward	47		2 Highland Ter.
*Freitag, Robert Donald	49	Clinton	
*French, James Charles, Jr.	49		5 Montague
Frey, Irma Gloria	47	Clinton	
Frissora, Anna Loraine	49		128 Norfolk
*Fisher, Doris Kathryn	NE		775 Pleasant
*Gale, Richard David	48	Pawtucket, R. I.	44 King
Garrity, Lillian Frances	B s	Leominster	Worc. City Hosp.
*Gately, Edward John	47	Hudson	
Gatke, Marian Rippin	BA s	No. Brookfield	
*Gaulin, Leon Ludger	49	Oxford	
Gearin, Barbara Mary	49		16 Alsada Dr.
Gerden, Helen Virginia	NE	Westboro	2 Rockport Rd.
*Giaquinto, John Anthony	49	Shrewsbury	
Gilgan, Elizabeth Angela	NE		17 Eldridge
*Gillespie, Arthur Merton	En s	Northbridge	
Gilmore, James Arthur	48	Arkansas City, Kan.	Estabrook Hall
Gladstone, Robert Kalman	49	Brooklyn, N. Y.	Estabrook Hall
Glazier, Glenodine Romaine	NE	Whitinsville	
Glazier, Raymond Eugene	47		140 Austin
*Gleason, Dorothy Mary	H s		46A Elm
Globus, Sylvia Miriam	49	Attleboro	166 Woodland
*Goddard, Esther Christine	En s		Star Route 4125
*Goldstein, Edward Martin	48	Brookline	EstabrookH all
Goldstein, Harriet Seder	47		1 Kensington Hts.
Goodlight, Gertrude Louise	BE		87 Houghton
*Goodman, Charles David	49	Brooklyn, N. Y.	56 May
*Goodstein, Bernard Jack	46		22 Hudson
Gould, Lidorra Frances	En s	Holden	
*Graham, Richard Henry	49		33 Wildwood Ave.
*Green, Phyllis Helen	NE		1 Lancaster Ter.
Green, Ruth Elizabeth	49		1 Kenilworth Rd.
Grenier, Raymond Louis	47		121 Forest
Griffin, Carl Raymond, Jr.	46	Rutland	
*Griffin, Ella Washington	Ed g	Westboro	
Griffin, Margaret Monica	48		27 Freeland
*Grove, Harvey	49		3 Intervale Rd.
Gruss, Sally Ruth	49	Norwalk, Conn.	150 Woodland
Guest, Ann Talbot	49	Princeton	166 Woodland
*Gudzinowicz, Benjamin John	47	Maynard	11 Charlotte
Gullberg, Norma Lorraine	46		927 Grove
*Gullbrand, Howard Axel	49		148 Eastern Ave.
Gustafson, Russell John	49		32 Kosta
Gutridge, Stanley Holmes	H s		11 Prospect
*Gwynne, Nettie Thayer	47		12 Ivanhoe Rd.
Haddad, Ruth Ellen	47		2 Dartmouth
Hague, Gladys Elizabeth	49		5 Rose
*Hallahan, John Joseph	49		16 Douglas
Hamel, Virginia Rita	46		35 Eunice Ave.
*Hanson, Martha Eleanor	48		43 Lancaster
*Harding, Kenneth Clarke	Ed g		36 Cascade Rd.
Haroian, Mary N.	49		43 Laurel
*Harper, Eva Marie	NE s		115 MassasoitRd.
Harris, Kathleen Ruth	46	Fitchburg	166 Woodland
*Harris, William Eldon	49		28 Clifton
Harrison, Nathan Benjamin	49		125 June
Hart, Helen F.	NE	Union, Me.	119 Belmont
Harwood, Irene Marie	48	New Bedford	166 Woodland
Hayden, William George, Jr.	46	Springfield	74 Florence
*Hebrawi, Mohamed Fateh	G S	Cairo, Egypt	Estabrook Hall
*Hedberg, Harold Walter	49		1 Patch
Heinzle, Annette Antonia	NE	Jefferson	
*Hemphill, John Knox	Ps g	Byers, Kansas	17 Hammond
*Hemphill, Stella Crawford	Ps g	Natoma, Kansas	17 Hammond

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
Heon, Pauline Florence	46		12 Wellington
Hester, Alice Esther	NE	Clinton	
Hiatt, Jacob	H g		35 Terrace Dr.
*Hickey, Margaret Mary	NE		8 Sheridan
Highberg, Emeline Colburn	G S		40 Monterey Rd.
Hill, Nelson Richards	49	E. Greenbush, N. Y.	Estabrook Hall
Hinsley, Barbara Elizabeth	NE		28 Delawanda Dr.
Holmgren, Alfred	En s		510 Lake Ave.
Horne, Florence Wooldridge	RL s	Millbury	
Horovitz, Barbara Ruth	49	Newton	166 Woodland
*Hortman, Jacob Cyrus, Jr.	49	Minden, La.	116 Forest
Hovenesian, William Markar	47		43 Highland
Howard, Marjorie Rita	49	Hamden, Conn.	150 Woodland
Howard, Shirley Barbara	48		10 Sturgis
*Hsu, Ming	H g	Chungking, China	Estabrook Hall
Hull, Stanley Parker	46, Ec g	Shrewsbury	Estabrook Hall
Husisian, Alice	B s		75 Morningside Rd.
Illingworth, Carol Ruth	49		209 Lovell
*Illingworth, Robert Konold	49		209 Lovell
*Irizarry, Julio	46	Puerto Rico	838 Main
Jacobs, Theodore Burton	47	Dorchester	838 Main
Jaffe, Mitchell	49		40 Mendon
Jameson, Marie Loff	47		56 Bowdoin
Jardarian, Zaven	49		32 Blossom
Jennison, Mary Gertrude	49	Boylston	
Jensen, J. Granville	G g	Providence, R. I.	
Jerome, Kathryn Ann	47		28 Circuit Ave.
Jodoin, Alda Helen	NE		17 Branch
Johanson, Doris Elisabeth	48		261 Brattle
*Johnson, Donald Ellis	H g	Harvard	
Johnson, Dorothy Anne	49	Holden	921 Main St., Leicester
*Johnson, Shirley Marie	47	Holden	
Johnson, Sonya Alice	49		67 Catharine
*Joudrey, Harold Emerson	47		111 Olean
Joyce, June Pearl	48	East Brookfield	
Kalpakian, Edward Yervant	Ps g	Springfield	Estabrook Hall
Kane, Phyllis Elaine	49		63 Brownell
Kassen, Anita	Ps F	New York, N. Y.	14 Oberlin
Katte, Martin, Jr.	49	Arlington, Va.	Estabrook Hall
Kaufman, Mendel Joseph	48		172 Vernon
*Keegan, Martin Leo, Jr.	s	Dalton	Estabrook Hall
*Kellermann, Frederick Dale	48	Alton, Ill.	939 Main
Kellermann, Mary Campbell	48	Blackstone	939 Main
*Kellogg, David Hodgkins	49	Springfield	Estabrook Hall
*Kenneally, Joseph Timothy	Ed g		17 Abbott
*Kenney, M. Gladys	Ed s		8 Melville
Kiang, Ying-Cheng	G g	Kiangsu, China	42 Birch
Kilgore, Nancy Buckley	NE		2 Rockport Rd.
*Killoran, John Joseph	Ch g		84 Vernon
*Kilpatrick, Richard Hardie, Jr.	47	Sterling	
*Klein, Saul Henry	49		24 Eden
*Kneeland, David John	49		5 Shepard
Knight, Carolyn	49		47 Brownell
Knipe, Grace Glendowyn	46		27 Marland Rd.
Knoll, Phyllis Charlotte	49		1017 Main
*Knox, Roy Irving	49		118 Belmont
Koki, Lillian	NE		4 Dayton
Kokocinski, Emily Elisabeth	48	Webster	
Korzun, Sophiamarie Roberta	49		83 Penn Ave.
Kosciusko, Rita Elizabeth	46	Grafton	
Kouri, Joseph John	47	Peekskill, N. Y.	818 Main
Krajewski, Florence Joan	46		143 Woodland
Krajewski, Irene Rose	49		143 Woodland
Krakenberger, Cecile Elisabeth	47		87-21 Park Ave.
*Krieger, Robert Eugene	49		113 Beeching
Kunzelman, Lois Walbridge	48		6 Ararat
*Kurtz, Grace L.	NE		441 Grove
Labenski, Therese Mary	49		69 Harlem
Laggis, Mary Cyriakula	49	Ayer	166 Woodland

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
Lampron, Doris Elaine	46	Spencer	
Lane, Charles Franklin	G F	Nashville, Tenn.	Estabrook Hall
*LaPlante, Bernard James	48		2 Wyman
*LaRiviere, Robert Louis	Ec s		22 Richards
*Larkin, Alice B.	BE		38 Coburn Ave.
*Lavine, Richard Bennett	48	Webster	
Lavoie, Estelle Mary	47	Dudley	
Laws, John Stewart	Ed s		415 Lake Ave.
*Lee, Robert W.	BA s		566 Pleasant
*Leipold, Louis Ernest	G g	Duluth, Minn.	20 Gates
Leiser, Michel	49	New York, N. Y.	Estabrook Hall
Lekas, Mary Despina	49		323 Pleasant
Lennan, David Richards	48		65 Brantwood
Leonard, Marjory	NE	Shrewsbury	
LeRoux, Gabriel Anthonie	G F	South Africa	Estabrook Hall
Leroux, Lorraine Theresa	49	Leicester	
Levi, Verna	Ch s	Cincinnati, Ohio	Worc. State Hosp.
Lippincott, Jean MacGregor	46	Washinton, D. C.	150 Woodland
Little, Martin Henry	Ch F	Millbury	Estabrook Hall
*Loftus, Robert Frederick	H g		19 Fairmont Ave.
*Longton, Russell Creighton	49	South Milford	
Lucas, Elizabeth Anne	46		54 Morningside Rd.
*Lumb, Ralph Francis	47	Shrewsbury	
Lundgren, Muriel Elizabeth	NE		126 Burncoat
*Lynch, Thomas Joseph	49		78 Commodore Rd.
*Macchi, Italo Alden	47		37 Anderson Ave.
MacDonald, Marjorie Mary	NE		2 Kilby
*MacLeod, Leo Mansell	Ps g	Bangor, Me.	14 Oread
*MacKay, Norman Dale	49		1 Wakefield
MacShawson, Irving	46		9 Freeland
*Magnusson, Roger Philip	48		6 Minthorne
*Mainville, Joseph Michael	B s	Rochdale	
Mancevice, Ruth Beatrice	49		29 Cutler
*Mann, Walter, Jr.	46	Sterling	
Manning, Arleen Marie	48		1 Rosemont Rd.
Maria, Albert	48	Willimansett	27 Wyman
*Marion, Raymond Joseph	H g	Gardner	
Marlborough, Margaret Ann	Ed g	Millbury	
*Maroney, James Bernard	B s		87 Barnard Rd.
Marsh, Donald West	47	Princeton	
Marshall, Alfred Augustus	BA s	Fitchburg	
*Martineau, Donald Paul	49	Auburn	
*Mason, Isadore Edward	49	Dorchester	56 May
*Maxfield, Charles Edward	49		2 Freeland
Mayo, Ralph Carlson	Ed g		4 Perkins
Mazur, Bernard	48		147 Chandler
*McCabe, Kathryn Lovejoy	NE		Sheraton Hotel
McCarthy, Anne Marie	46		513 Cambridge
McCarthy, Mary Evelyn	Ed s		41 Clifton
*McCarthy, Robert Vincent	Ed g		26 Maxwell
*McCarty, Clare Regina	NE		11 Green Hill Ave.
McCarty, Margaret Ann	48	Clinton	[illegible]
McDonald, Ina Marie-Denise	46		90Lakewood
McDonough, Robert Richard	46		468 Park Ave.
McGrath, Mary Elizabeth	49		583 Cambridge
McKenny, Ann Marie	46		99 June
*McManus, Mary Isabel	NE		30 Victor Ave.
*McMenimen, Joseph Paul	49	Cambridge	118 Lovell
McNamara, John Webster	47		40 Chamberlain Pkway
*McTiernan, James Joseph, Jr.	49		71 Birch
*Mednikoff, Morris	49		34 Piedmont
Menard, Robert Wells	48		57 Howland Ter.
Merzigian, Jacob	BA s, 47		22 Bancroft
Michelman, Shirley Miriam	47		18 Stockton
*Michelson, Stanley Lucius	49		84 Lake Ave.
*Milbut, Charles	G g	Tamaqua, Pa.	Estabrook Hall
Milman, Shirley Irma	46		51 Brantwood Rd.
Molod, Samuel Eli	H g	New York, N. Y.	Estabrook Hall
*Monfredo, Dominic John	Ed g		3 Mann
Monroe, Drusilla	47	Spencer	
*Moore, Margaret Plante	Ps g		182 Dewey
*Morel, Robert Edward	46	Hudson	

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
Morello, Mary Irene	NE		6 Norfolk
*Morgan, Gwendolyn Anna	48	Constable, N. Y.	166 Woodland
*Moriarty, Richard Woodbridge	48	Petersham	
*Morse, Lois Sandra	49	Allerton	2-A Kenilworth Rd.
Morse, Nancy	48		49 Rowena
Morton, Beverly	49	Atlantic City, N. J.	150 Woodland
Murphy, Cornelius Bernard	Ch g		14 Douglas St. Ct.
Murphy, Eleanor Jean	47		291 Beverly Rd.
Murphy, Paul Florence	49		78 Providence
Murray, Pauline Anne	49		65 Kenwood Ave.
*Nagel, Albert William	49		16 Harrison
Nanigian, Stella	46	Paxton	23 Richards
*Nazzaro, Ralph T.	Ch F	W. Springfield	
Nelson, Paul Edward	48		6 Victoria Ave.
*Nelson, Virginia Gertrude	49		14 Drummond Ave.
Nickerson, Shirley Louise	H s		23 Wellington
Nishi, Midori	G S	Los Angeles, Calif.	166 Woodland
Noe, Margaret Mary	48	North Grafton	
Noland, Pearl Irene	G g	Hannaford, N. Dak.	48 Downing
O'Brien, Mildred Catherine	NE		54 Woodland
O'Flynn, Ruth Ellen	46		7 Fiske
*O'Grady, Ann Marie	49		2 Pelham
*Ohman, Howard Leonard	48		23 Sunrise Ave.
*Ohrn, I. Marie	Ed g		2 Calumet Ave.
O'Keefe, Daniel Patrick	Ed g		205 Park Ave.
O'Keefe, John Francis	Ed g	Cherry Valley	
*O'Keefe, Robert Joseph	48		205 Park Ave.
*O'Leary, Daniel Rockwood	49		5 Eastern Ave.
*Olson, Ralph Eugene	G g	Newman Grove, Neb.	939 Main
O'Malley, Marguerite Mary	NE	Clinton	
Omartian, David R.	48, BA s	Springfield	Estabrook Hall
*O'Neil, Edward George	Ed g		6 Arlington
*Oparley, George	48	Schenectady, N. Y.	Estabrook Hall
Ostroff, Barbara June	49	Gardner	166 Woodland
Oudheusden, Frank Peter	49	Rye, N. Y.	Estabrook Hall
Pachanian, Sempad Arthur	49		150 Elm
Pahigian, Noriar	46, Ph s		1285 Main
Pantos, Marguerita	47	Spencer	150 Woodland
*Pariser, Judith Cecile	H S	Woodhaven, N. Y.	1 South Flagg
Parmenter, Guy Norris	G g	Burwell, Neb.	Estabrook Hall
Paskevich, Cyprus Joseph	46		33 Queen
*Passey, George Edward	Ed g	Wrentham	12 Medfield
*Peepels, Kenneth J.	G g	Franklin, Pa.	11 Dunbar
*Percelay, Shirley Backman	NE	Pawtucket, R. I.	
*Peter, Walter John	Ch g	North Bergen, N. J.	Estabrook Hall
Peterson, George Alfred, Jr.	46		1 Woods Ave.
*Peterson, Paul Norman	49		15 Lorenz
*Peterson, Philip Ellsworth	48	Portland, Me.	Estabrook Hall
Pettit, Sally	48		423A Park Ave.
*Pierce, Francis J.	49		73 Longfellow Rd.
Pileggi, Julia Rose	47		2 Hudson
Plakstis, Peter, Jr.	48		3 Perry Ave.
*Plue, Bradford Barrett	49		1020 Main
Pontbriand, Clifford Hector	48	Charlton	
Porter, Janet Elizabeth	49	Pittsfield	150 Woodland
Putnam, Margery Meryle	48		4 Dorset
Quaiel, Philip Joseph	48		20 Circuit Ave.
Queen, Adelle Lucille	46		139 Providence
Rackliff, Virginia Christina	48	Easton, Me.	Dodge, Mass.
Radzik, Alexander John	46		136 Endicott
Reckart, Catherine Adele	49		45 Davidson Rd.
*Resnick, Robert Benjamin	47	Winchendon	42 Freeland
Retallick, Harold James	G g	Eau Claire, Wis.	Green's Trailer Park
Rice, Geraldine Elizabeth	47		3 Lowell
*Richards, Robert Charles	48	Medford	Estabrook Hall
*Rickles, Edward Segal	49		9 Fox
*Rinkus, Louis Paul	49	Castle Shannon, Pa.	32 Beechmont
Risley, Edward Meredith	46, G S	Springfield	Estabrook Hall

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
*Robie, Burton A.	49	Fisherville	
*Rose, Carleton F.	H g	Sterling	
Rosenstein, Marcia Mae	48	Spencer	
Rothwell, Martha Esluck	49	Canton	166 Woodland
*Rowley, Ruth Elliott	49		138 Woodland
*Roycewicz, Stephen Joseph	47		45 Ward
*Rubin, George	49	Brooklyn, N. Y.	Estabrook Hall
Ruderman, Thera Cecile	48		53 May
Rupkus, Ruth Cecile	BA s		54 Sagamore Rd.
Russell, Margaret Mary	46	Millbury	
*Rutherford, Eunice Adella	NE	Millbury	Hahnemann Hosp.
*Sabolinski, Donald Edward	49	No. Amherst	Estabrook Hall
*Sagansky, Albert Paul	46	Brookline	Estabrook Hall
*Sagar, Winston Arthur	En s	Dudley	
Salminen, M. Irene	BE		4 Dixon Ave.
*Sandberg, Richard Paul	H s		62 Whipple
Saperstein, Roy Noel	49	New York, N. Y.	Estabrook Hall
*Sargent, William Fisher	G g	New Haven, Conn.	Estabrook Hall
*Sawyer, Ivers Sidney	47	Berlin	
*Sawyer, Madalene B.	Ps s		38 Wall
Schlafman, Irving Herbert	46	Haverhill	Estabrook Hall
Schollard, John	47		36 Shirley
*Schweitzer, Leonard J.	47		720 Main
Segal, Miriam	En s		34 Morningside Rd.
Shannon, William Vincent	47		41 Ripley
Sharry, Joseph Daniel	Ch s		31 Moore Ave.
*Shaub, Robert William	48	Clinton	
*Shaw, John Powel	Ed g	Newport, R. I.	34½ Gates
*Shawmut, Pauline Celia	H g		11 Iowa
*Shay, Margaret Towell	En s		3A Allen
Sherman, Harold Irving	47		73 Richmond Ave.
*Shimukonis, Frank Joseph	49		26 Waverly
*Shooshan, Charles Harold, Jr.	49		42 Ormond
Shryer, Enid Merlyn	49		15 Oberlin
*Sih, Tso Yun	Ec g	Chunking, China	Estabrook Hall
*Silverberg, Joseph Edward	47	Holden	
*Silverman, Franklin Ira	48		413 Chandler
*Simpson, Paul E.	47		64 Whipple
Sinclair, Nancy Carol	46		61 Everard
*Singer, James Pius	47	Collingswood, N. J.	Estabrook Hall
Singer, John Jacob, Jr.	Ch g	Collingswood, N. J.	Estabrook Hall
*Singer, Rose	Ed g		25 Ethan Allen
Sistrand, Doris Gustava	48		30 Palisades
Slechta, Robert Frank	49		25 Delewanda Dr.
*Sleeper, Arnold	46		21 Fruit
Slein, Mary Madeline	46		12 Ashton
*Sloan, James Horace	48		21 Circuit Ave.
Smith, Arthur Kent	Ch s, 47		193 King Philip Rd.
Smith, Elizabeth	48		19 Baker
Smith, Marilyn Ethel	47	Sutton	261 Park Ave.
*Smith, Richard Stanley	49		35 Tatman
Smith, Robert MacNaught	49	Grafton	70 Chester
Smith, Robert Wallace	46		184 Fairmont Ave.
Sommerstein, Hannah	48	Brookline	150 Woodland
Spungin, Marian Allyene	48	Greenwich, R. I.	166 Woodland
*Stanhope, William Russell	G s	West Brookfield	
*Stessel, George John	47	Auburn	
*Stevens, Allison Page	47	Marlboro	
*Stewart, Gilbert Boynton	49	West Boylston	
*Stoneman, Elvyn Arthur	G S	Lincoln, Neb.	20 Ripley
Stuebi, Winifred Louise	47	Springfield	166 Woodland
*Stupak, Ralph John	49	Leominster	214 Beacon
*Suchodolski, Henry Edward	48		129 Endicott
Sullivan, Edward Patrick	47		466 Park Ave.
*Sullivan, Gladiola Joan	En s	Westboro	7 Hawthorne
*Swan, Edward Joseph	B s		3 View
*Sweeney, Joan Marie	49		45 Holland Rd.
Sweeney, Mary Josephine	NE		11 Plantation
*Swenson, Folke Elof	Ec g		101 Warner Ave.
*Swett, Lois Horner	BE		589 Park Ave.

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
*Tagliavini, Carlo Armand	48	Springfield	Estabrook Hall
Tait, Pauline Mae	47		10 Suburban Rd.
Tashjian, Helen Elizabeth	46	West Boylston	
Terrell, Roy Paul	G F	Adolphus, Ky.	Estabrook Hall
Theodore, Louise	47		8 Bluff
*Thibert, Paul Henry	49	Fitchburg	
Thomson, John Roy	49		766 Main
*Thurlow, Henry Anderson	49	Harwich	Estabrook Hall
*Todd, Joseph R.	49		15 Chadwick
*Tomasino, Christine Anne	NE		20 Larkin
Tomasunas, Frances Theresa	NE		27 Suffield
Tucker, Jean Cushman	48		9 Colonial Rd.
*Tufenkjian, Haig Robert	48		57 John
*Tufts, Marjorie Warren	Ps s	Amherst	6 Chatham
Tuttle, Jean Wishart	47		125 Malvern Rd.
Vaghini, John Raymond	49	Clinton	
*Valine, John Allen	Ps s		26 Forsberg
*Valiton, Carl Donald	48	Templeton	
Vamvas, Joanne Helen	49		100 Richmond Ave.
Vandersea, Mary Louise	49	Whitinsville	
Van de Workeen, Melvin Charles	48		14 Charlotte
Varjabedian, Arpine	46		14 Goulding
*Vernon, Paul Joseph	Ps g	Pittsfield, N. H.	893 Main
*Vickers, Harold Earl, Jr.	49		138 Woodland
Vilandre, Charles Victor	49		48 Plantation
*Wade, Harold Hamilton, Jr.	46	Natick	
*Wald, Leon Julian	47		159 Providence
Weiner, Milton Gershon	47		17 Varnum
*Weinstein, Hyman Gabriel	B s		5 Midland
Weinstein, Seymour	49		161 Providence
Weir, Mafred Louise	NE s		10 Oak Ave.
Weiser, Mona	47		48 Downing
Weston, Mary Lucinda	NE s		Worc. State Hosp.
*Wheaton, Philip Damon	Ed g	Putnam, Conn.	Estabrook Hall
Wheeler, Barbara Claire	46	Leominster	166 Woodland
*Whitney, Howard Wright	48		23 Chestnut
*Wick, Walter Oddmund	H g	Salisbury, Conn.	171 Woodland
Wiles, Shirley Madelyn	B s	Shrewsbury	
*Williams, Clarence Stewart	G g		9 Dellwood Rd.
Williams, Malcolm	48	Akron, Ohio	Estabrook Hall
Williams, Ruth Anna	49	Northbridge	
Wilson, Carol	49		11 Berwick
*Winslow, David Clinton	G F	Cuba, N. M.	Estabrook Hall
*Wismar, Cyril Mark	H g	Clinton	
Wolfson, Jack Leonard	48		929 Pleasant
Wolfson, Richard Stanley	49	Springfield	Estabrook Hall
*Woodman, Charles Austin	Ph s	Oxford	
*Wraight, A. Joseph	G F	St. Louis, Mo.	939 Main
Yacuzzi, Thomas Joseph	48	Shrewsbury	
*Yeaton, Mary	Ph s		34 Castle
*Yetvin, Ralph	46		49 Havelock Rd.
Yoffe, Graenem Abba	48		59 S. Lenox
*Yurkiewicz, Edward Francis	48		63 Providence
*Zaik, Nora Genevieve	NE	Shrewsbury	
*Zakarian, Catherine	NE		191 Austin
Zarrella, William Michael	Ch g		5 Dudley Place
Ziemlak, Leo William	Ch F	Pittsfield	Estabrook Hall
Zitowitz, Leon Robert	49		105 Dorchester
Ziu, Mary	48	Southbridge	
*Zuckerman, Lee Barry	Ph s		62 Hadwen Rd.
*Zukowski, Walter Henry	49		55 Arlington

II. SUMMER TERM STUDENTS (1945)

Abeles, Robert A., Worcester
Adlerz, Martha L., Worcester
Anderson, Alice E., Worcester
Andonian, Paul J., Worcester
Antzes, Barbara I., New London, Conn.
Avery, Charlotte H., Worcester

Babcock, Lucy, Webster
Baker, Dorothea A., Worcester
Barrett, James J., Jr., Worcester
Bartoli, Dorothy L., Southbridge
Bearfield, Henrietta T., Washington, D. C.
Becker, Jean M., Worcester
Bosquet, Virginia L., Grafton
Bostic, Betty A., Worcester
Brigham, Barbara A., Worcester
Burnham, Alfrieda Difley, Worcester
Burns, Marie K., Worcester
Burr, Virginia M., So. Bellingham
Butler, M. Catherine, Worcester
Callahan, Catherine A., Worcester
Carmen, Daniel J., Brookline
Carmody, Catherine A., Worcester
Carroll, Lillian C., Worcester
Carroll, M. Virginia, Worcester
Cassidy, Barbara J., Uxbridge
Cassidy, Clare T., Uxbridge
Chupis, Ruth A., Shrewsbury
Cianko, George, Worcester
Coghlin, Cynthia, Worcester
Cote, James J., Woonsocket, R. I.
Coughlin, Margaret M., Leominster
Coutu, Kathleen C., Worcester
Creeden, Marie T., Hopkinton

Dacey, William, Princeton
Dand, Virginia W., Worcester
De Mille, M. Eleanor, Framingham
Dumas, Frances J., Sturbridge
Dunn, Wallace E., Shrewsbury

Eaton, Louise Sprague, Worcester
Ekblaw, Elsa May, No. Grafton
Eliopulos, George N., Worcester

Farinelli, Angela M., Shrewsbury
Finks, Martin B., Boston
Fipphen, John S., Shrewsbury
Fisher, Dorothy B., Gardner
Fisher, Louise J., Gladstone, N. J.
Fleming, Marje J., Whitinsville
Flynn, Ann P., Holyoke
Freas, Mary S., Berwick, Pa.
Freeman, Phyllis, Worcester

Garrity, Lillian F., Leominster
Gleason, Dorothy M., Worcester
Globus, Sylvia M., Attleboro
Golumbuk, Eleanore R., Worcester
Granger, Wilfred R., Worcester
Green, Ruth E., Worcester
Grenier, Raymond L., Worcester
Gwynne, Nettie T., Worcester

Hafstrom, Carl H., Millbury
Hayden, William G., Springfield
Hearn, Lea T., Attleboro
Hershkowitz, Dorothy, Worcester
Heyman, Frieda S., Worcester
Hiatt, Jacob, Worcester
Highberg, Emeline C., Worcester
Hsu, Ming, Chungking, China
Hull, Stanley P., Worcester

Irizarry, Julio, Sabana Grande, P.R.

Jacobs, Theodore B., Dorchester
Jasen, Leonard J., Bronx, N. Y.
Jencks, Ruth H., Sterling
Jensen, J. Granville, Providence, R. I.
Johnson, Edwin H., Jr., Holden

Kalil, George, Worcester
Kenney, Mary T., Worcester
Kesner, Morris R., Worcester
Kiang, Ying-Cheng, Kiangsu, China
Kirby, Marie C., Worcester
Knapp, Effie M., Newbury
Koobatian, H. Harriette, Worcester
Kosciusko, Rita E., Grafton
Kotlier, Irving, Worcester
Kounas, Mary, Canajoharie, N. Y.

Laggis, Mary C., Ayer
Leary, Mary M., Worcester
Lekas, Mary D., Worcester
Levine, Marshall J., Worcester
Loftus, Robert F., Worcester
Lougee, Jean, Worcester
Lucas, Elizabeth A., Worcester
Lucas, Frances S., Worcester
Lucey, Mary C., Worcester

MacKechnie, Margaret C., Marlboro
Maria, Albert, Willimansett
Martell, June S., Worcester
Martin, Eleanor, Marlboro
Marx, Ludwig K. H., Syracuse, N. Y.
Mazur, Bernard, Worcester
McCormack, Hazel V., Worcester
McDouough, Robert R., Worcester
McGrath, Mary E., Worcester
McMahon, William D., Whitinsville
McNamara, John W., Worcester
McTighe, Ruth E., Worcester
Meyer, Marilyn J., Worcester
Milbut, Charles, Tamaqua, Pa.
Miller, Alice E., Quebec, Can.
Miller, Barbara R., Worcester
Mintz, Elinor G., Worcester
Miskavich, Joseph P., Worcester
Mollard, Portia M., Drexel Hill, Pa.
Monroe, Drusilla, Spencer
Morgan, Mary D., Worcester
Morin, Gerald J., Fisherville
Morrell, Clark H., Southbridge

Noland, Pearl I., Worcester

O'Brien, Mildred C., Worcester
O'Keefe, Daniel P., Worcester
O'Keefe, John F., Cherry Valley
Olin, Barbara D., Shrewsbury

Paskevich, Cyprus J., Worcester
Peterson, George A., Jr., Worcester
Pileggi, J. Rose, Worcester
Piper, Ada G., Washington, D. C.
Plakstis, Peter, Jr., Worcester
Plante, Marguerite P., Boston
Pontbriand, Clifford H., Charlton Depot

Porter, Janet E., Worcester
Praglin, Julius, Boston
Putnam, Margery M., Worcester

Quinn, Margaret, Whitinsville

Radzik, Alexander J., Worcester
Reis, Charlotte E., Worcester
Resler, Kathleen A., Stamford, Conn.
Risley, Edward M., Springfield
Ronnholm, Paul F., Worcester
Rosenstein, Marcia M., Spencer
Royal, Frederick E., Worcester
Rupkus, Ruth C., Worcester

Savaria, Georgette Y., Worcester
Scarborough, Ray J., Sioux City, Iowa
Schlafman, Irving H., Haverhill
Schollard, John, Worcester
Settle, Mildred, Washington, D. C.
Shannon, William V., Worcester
Shawmut, Paulina C., Worcester
Shay, Margaret T., Worcester
Sherman, Harold I., Chattanooga, Tenn.
Sibya, Pearl E., Clinton
Sih, Tso Yun, Chungking, China
Sister Mary Nazaria, Philadelphia, Pa.
Sister M. Clarissima, Philadelphia, Pa.
Slein, Mary M., Worcester
Smith, Elizabeth, Worcester
Smith, Robert M., No. Grafton
Smith, Robert W., Worcester
Spungin, Marian A., E. Greenwich, R. I.
Steindler, John J., New Rochelle, N. Y.
Suchodolski, Henry E., Worcester
Sullivan, Edward P., Worcester

Tangring, Hilda M., Worcester
Tashjian, Helen E., W. Boylston
Thomas, Vivian E., Eclectic, Ala.

Varjabedian, Arpine, Worcester

Webster, Priscilla, Worcseter
Weinstein, Seymour, Worcester
Werblin, Ruth D., Worcester
Wolen, Seymour, Lake Huntington, N. Y.
Wolfe, Carol S., Spencer
Wright, Helen L., Worcester
Wunsche, William J., Prospect Park, Pa.

III. STUDENTS WHO WITHDREW AFTER A SHORT TIME IN RESIDENCE, 1945-46

NAME	CLASSIFICATION	HOME ADDRESS	LOCAL ADDRESS
Bedard, Evelyn Margaret	48		14 Gardner
Borci, Renato Francis	49		339 Shrewsbury
Bekier, Stanley Anthony	49	Wilkinsonville	
Carney, Grace Palmgren	NE		2 Kingsbury
Cassidy, Mary Anderson	B s	Uxbridge	Worc. Mem. Hosp.
Chaffin, Jane Isabel	B s		85 Brantwood Rd.
Cooney, Marguerite C.	NE		6 Birch
Cron, Robert Howard	48		64 Clover
Erickson, John Eric Rune	49		14 Channing
Fisher, Helen	Ed s		68 Jaques Ave.
Gaudette, Irene Alda	NE		129 Beacon
Geary, Ann Elizabeth	NE	Brooklyn, N. Y.	Sheraton Hotel
Goldston, Robert	49	Brooklyn, N. Y.	Estabrook Hall
Gonynor, John Joseph	49	Whitinsville	
Gustavson, Elsie Irene Edith	NE		204 Beverly Rd.
Hafstrom, Carl Howard	49	Millbury	
Hayes, Albert A.	G g	No. Brookfield	
Lamothe, Joseph A.	s	Fitchburg	
Laric, Ivan Gerald	49	New York, N. Y.	Hotel Warren
MacInnis, Helene Maud	NE		265 Belmont
Mochon, Rubina Kuppers	49	Mystic, Conn.	130 Woodland
O'Neill, Alan Edward	49	Grafton	
O'Neill, Norman Leo	49	Grafton	
Pelletz, Audrey Shirley	49		76 Vassar
Plante, Lucille Marie	Ch s	Manchaug	
Pooley, Frederick	49	Springfield	21 Harvard
Salter Thomas Lowell	G s		22 Suburban Rd.
Slagle, Robert Oakley	49	Haddon Heights, N. J.	Estabrook Hall
Smith, Ernestine Lodema	G F	Cedar Falls, Iowa	138 Woodland

Sootkoos, Alphonse Charles	Ph s	Auburn	
Taylor, Catharine Tracey	NE s		17-A Millbrook
Tisdell, John Wallace	49		34 Berkmans
Youree, Will Hall	G g	Centerville, Texas	18 Shepard

SUMMARY 1945-46

	Men	Women	Total
Undergraduates	219	181	400

	Men	Women
Freshmen	106	67
Sophomores	47	40
Juniors	41	31
Seniors	25	43

	Men	Women	Total
Graduate Students	72	22	94
Special Students	27	30	57
Candidates for the B.S.N. degree	—	44	44
Candidates for the B.Ed. degree	—	6	6
Summer Term (1945)	64	107	171
Total	382	390	772
Less Duplications	46	41	87
Net total	336	349	685

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Inquiry Blank

Correspondence should be addressed as follows:

Regarding admission to the college or to the summer term, to the Dean of the College.

Regarding admission to the graduate school, to the chairman of the department in which the applicant is interested.

Regarding admission as a special student or as a candidate for the degree of Bachelor of Education, to the Recorder.

Applications should be filed as early as possible. *Unduly late applications may fail to receive consideration.*

Applications for admission in September should, so far as is possible, be filed before March 1.

CLARK UNIVERSITY

REQUEST FOR "APPLICATION FOR ADMISSION" BLANKS

Name ....
(Last name) (First name) (Middle name)

Mail address ....

....

....

I am interested in admission to (please check below):

The men's college ....

The women's college ....

The graduate school ....

I am particularly interested in the department or division of:

....

I plan to enter (date) ....

Date of this application ....

CLARK UNIVERSITY

BACCALAUREATE SERVICES

In Atwood Hall

May Twenty-sixth, Nineteen Hundred and Forty-six

At Four O'Clock

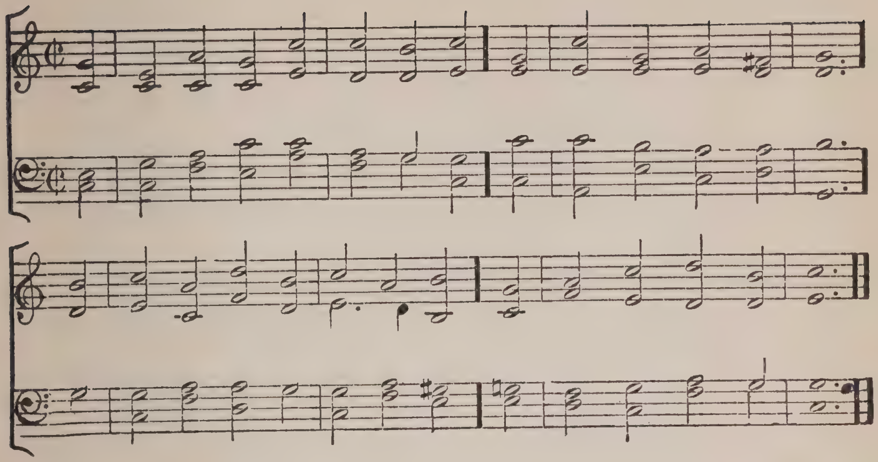
PROGRAM

Fugue in D Minor	*Couperin*
Two Chorale Preludes (a) Let us together Praise our God (b) If Thou but Suffer God to Guide Thee	*Bach*

Processional

Invocation	
Scripture Reading	President Wallace W. Atwood
Hymn—St. Anne	
Baccalaureate Sermon "Builders of the New World"	
	The Reverend George A. Fallon Wesley Methodist Church
Hymn—Old Hundredth	
Benediction	The Reverend George A. Fallon

Recessional



ST ANNE CM

O God, our help in ages past,
  Our hope for time to come,
Our shelter from the stormy blast,
  And our eternal home.

Under the shadow of Thy throne
  Thy saints have dwelt secure;
Efficient is Thine arm alone
  And our defense is sure.

Before the hills in order stood
  Or earth received her frame,
From everlasting Thou art God,
  To endless years the same.

A thousand ages in Thy sight
  Are like an ev'ning gone;
Short as the watch that ends the night.
  Before the rising sun.

O God, our help in ages past,
  Our help for time to come,
Thou art our guide while ages last,
  And our eternal home.

Isaac Watts

(St. Anne is taken from the famous "Worcester Collection,"

printed in this city by Isaiah Thomas in 1786)

OLD HUNDREDTH LM

Be Thou, O God, exalted high,
And as Thy glory fills the sky,
So let it be on earth displayed,
Till Thou are here and now obeyed.

(Old Hundredth is the only hymn popularly surviving today from the "Bay Psalm Book," the first book printed in America, at Cambridge in 1640)

Organist: William Self

The audience is requested to stand while the procession leaves the hall.

CLARK UNIVERSITY

Commencement Week

PROGRAM

1946

SUNDAY MAY NINETEENTH

Baccalaureate Services 4 P M
Atwood Hall
Address by
The Reverend
George A. Fallon
Wesley Methodist Church

Reception for all candidates for degrees 5 P M
Home of President and Mrs. Atwood

THURSDAY MAY TWENTY THIRD

Senior Class Banquet 6:30 P M

FRIDAY MAY TWENTY FOURTH

Alumni Council 4 P M
Lounge Room Alumni Gymnasium
Senior Promenade 9 to 1 P M

SATURDAY MAY TWENTY FIFTH

Alumni Day
Business Meeting Alumni Association 11:00 A M
Alumni Luncheon 1:00 P M
Class Day Exercises 3:30 P M
Atwood Hall
Alumni Reunion Dinners 7:00 P M

SUNDAY MAY TWENTY SIXTH

Commencement Exercises 3:45 P M

Atwood Hall
Address by
The Honorable Spruille Braden
Assistant Secretary of State

Following the Commencement Exercises President and Mrs. Atwood will hold a reception at their home for the Trustees and Official Guests of the University.

Admission to the Commencement Exercises is by ticket. Tickets may be obtained from the General Office.

Reservations for Commencement events should be made through the Alumni Office. Tickets for the Alumni Dinner are $1.50 (tax included) and may be obtained from the Alumni Office. Reservations for the Alumni Dinner must be made before May 28th.

Special reunions will be held by the Classes of 1906, 1911, 1916, 1921, 1926, 1931, 1936, 1941 and 1945.

CLARK UNIVERSITY

Fifty-sixth Annual Commencement

MAY 26, 1946

WORCESTER, MASSACHUSETTS

Order of Exercises

Prelude	
Trumpet Tune and Air	*Purcell*
Two Chorale Preludes Christ Lay in The Bonds of Death Blessed Jesu, We are Here	*Bach*
Processional	
Invocation	REVEREND GEORGE A. FALLON Wesley Methodist Church
Commencement Address	THE HONORABLE SPRUILLE BRADEN Assistant Secretary of State
Statement by the President	
Conferring of Degrees	
Benediction	
Recessional	

The audience will kindly remain
standing during the recessional

Candidates for the Degree of Bachelor of Business Administration

Harriet Burack
Virginia Rita Hamel

Candidate for the Degree of Bachelor of Business Administration with Honors

Eleanor Margaret Emerson *with Honor in General Course and with Honors in Business Administration*

Candidate for the Degree of Bachelor of Education

Madeline Josephine Army

Candidate for the Degree of Bachelor of Science in Nursing

Kathleen Ciprian Coutu

Candidates for the Degree of Bachelor of Arts

Martha Linnea Adlerz
Sumner Slobin Berlyn
John David Brennan
Georgiana Camp
Mary Virginia Carroll
Clare Therese Cassidy
Angela Farinelli Castaldi
Susanna Boylston Colton
Barbara Emma Conway
Edmond Bernard Deckel
Ann Marie Doyle
Ruth Marie Dufresne
Golda Muriel Feingold
Marie Virginia Flynn
Bernard Jack Goodstein
Carl Raymond Griffin
Norma Lorraine Gullberg
Kathleen Ruth Harris
William George Hayden, Jr.
Stanley Parker Hull
Ishier Jacobson
Grace Glendowyn Knipe
Rita Elizabeth Kosciusko
Doris Elaine Lampron
Jean MacGregor Lippincott
Anne Marie McCarthy
Ina Marie-Denise McDonald
Robert Richard McDonough
Ann Marie McKenny
Shirley Irma Milman
Robert Edward Morel
Stella Nanigian
Ruth Ellen O'Flynn
Noriar Pahigian
Cyprus Joseph Paskevich
Alexander John Radzik
Edward Meredith Risley
Margaret Mary Russell
Arnold Sleeper
Mary Madeline Slein
Robert Wallace Smith
Helen Elizabeth Tashjian
Arpine Varjabedian
John Frank Whitney, Jr.
Ralph Yetvin

Candidates for the Degree of Bachelor of Arts with Honors

Joan Carolyn Blumenthal *with Honor in General Course and with Honors in Geography*

Jane Emerson Doolittle *with Honors in Chemistry*

Pauline Florence Heon *with Honor in General Course and with Honors in Romance Languages*

Emeline Colburn Highberg *with Honors in Geography*

Albert Paul Sagansky *with Honors in Economics and Sociology*

Nancy Hokans Sinclair *with Highest Honors in German*

Candidates for the Degree of Bachelor of Arts with High Honor

Florence Frances Driscoll *with High Honor in General Course*

Florence Joan Krajewski *with High Honor in General Course*

Candidate for the Degree of Bachelor of Arts with Highest Honor

Dorothy Selma Cotzin *with Highest Honor in General Course and with Honors in Psychology*

Candidates for the Degree of Master of Arts

Geography
William Dacey
Frederick Stevens Merriam
Marion Irene Wright

Psychology
John Knox Hemphill

History and International Relations
Charles Newton Brickley
Paulina Celia Shawmut

Candidates for the Degree of Master of Arts in Education

Stephen Beaton, Jr.
Howard George Duckworth
Daniel Patrick O'Keefe
Paul Joseph Sullivan
Philip Damon Wheaton

Candidates for the Degree of Doctor of Philosophy

Chemistry
Albert Eugene Chouinard

Economics and Sociology
George Henry Haines

Geography
Leo Alpert

Honorary Degrees

Ellsworth Huntington	Presented by Samuel Van Valkenburg
Clarence Nichols Hickman	Presented by Percy Martin Roope
Robert Price Russell	Presented by Benjamin Shores Merigold
Charles Samuel Curtis	Presented by Robert Stanley Illingworth
Spruille Braden	Presented by George Hubbard Blakeslee

The Degree of Master of Arts was conferred upon the following candidate on January 26, 1946

James Haratani

Annual Collegiate Honors

SENIORS

First Honors

Dorothy Selma Cotzin
Florence Frances Driscoll
Pauline Florence Heon

Second Honors

Herbert Richard Becker
Angela Farinelli Castaldi
Florence Joan Krajewski
Ina Marie-Denise McDonald
Nancy Hokans Sinclair

JUNIORS

First Honors

Richard Henry Desroches
Benjamin John Gudzinowicz
William Vincent Shannon

Second Honors

Muriel Louise Bergstrom
Eleanor Aileen Finneran
Geraldine Elizabeth Rice

SOPHOMORES

Second Honors

Malcolm Everett Baird
Virginia Wyman Dand
Carolyn Merriam Doolittle
Lois Walbridge Kunzelman
Bernard Mazur
Howard Leonard Ohman
Elizabeth Smith

FRESHMEN

First Honors

Albert John Bernatowicz

Second Honors

Ian Thebe Cohen
Harry Joseph Donohue
Sophiamarie Roberta Korzun
Walter Henry Zukowski

PRENTISS HOYT PRIZE IN POETRY

First Prize awarded to Virginia Christina Rackliff for the poem "Afraid"
Second Prize awarded to Gareth Winthrop Dunleavy for the Poem
"Green Shock-Troops"

ORDER OF AHEPA PRIZE FOR EXCELLENCE IN GREEK

Barbara Claire Wheeler

CLARK UNIVERSITY

Commencement Exercises of the 1946 Summer Term

August 23, 5:00 P.M.

Processional: Two Chorales	*Bach*
Commencement Address	Professor Samuel Van Valkenburg
Statement by the President	
Conferring of Degrees	

Bachelor of Education

Catherine Ann Carmody
Rebecca Rice
Ella Gertrude Shea

Bachelor of Business Administration

Jean Marie Becker

Bachelor of Arts

Herbert Richard Becker
Mary Catherine Butler
Robert Henry Civin
Francis James Deignan
Phyllis Freeman
Shirley Marie Johnson
Elizabeth Anne Lucas
Irving MacShawson
Walter Mann, Jr.
Donald West Marsh
George Alfred Peterson, Jr.
Adelle Lucille Queen
Stephen Joseph Roycewicz
Irving Herbert Schlafman
Arthur Kent Smith
Barbara Claire Thurlow
Alan Bennett Wade
Leon Julian Wald
Milton Gershon Weiner

Master of Arts

In Georgraphy
Nella Bernice Elenbaas
Emeline Colburn Highberg
Louis Ernest Leipold
Urban Joseph Linehan
Midori Nishi
Pearl Irene Noland

In History and International Relations
Jacob Hiatt

In International Affairs
Samuel Eli Molod

Doctor of Philosophy

In Chemistry
Martin Henry Little

In Geography
Thomas Wilson Chamberlin
John Granville Jensen
Ralph Eugene Olson
John Lewis Robinson

Recessional: Fugue on the Kyrie	*Couperin*

Organist: William Self

1947